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ABSTRACT

This bulletin describes the nature and development of reading habits at elementary, secondary, college, and adult levels and offers suggestions for improvement. An appreciation of literary forms, taught in precise vocabulary, should be included in elementary instruction. The teaching of reading skills should be continued and developed in intermediate grades. Content area teachers in the secondary schools can most effectively teach such reading skills as vocabulary, rate adjustment, skimming, browsing, and the "skills of involvement." Critical and creative reading should be developed as separate functions at the secondary level. The reading habits of college students can be improved through the development of critical reading, reading flexibility, and context vocabulary. There is a trend toward lessening interest in reading through adulthood. Catalogs of children's books are listed. Sample topics of interest to a group of fourth graders are accompanied by suggested titles and a bibliography of children's books. Two appendixes of ideas, appropriate for primary and intermediate grade students, for developing lifetime reading habits are verbatim reports by elementary teachers. (This document previously announced as ED 023 560.) (CM)

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DEVELOPMENT OF LIFETIME READING HABITS

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FOREWORD

IT HAS BEEN aptly said that one should not only teach children to read but to *be readers*. This bulletin contains some timely and helpful articles which explain how to go about building lifetime interest in reading for information and enjoyment.

William Iverson makes clear the role of the elementary teacher in this development of permanent and continuing interest in reading. Helen Huus ably shows how to help children turn to reading for varied and valuable purposes and includes a bibliography which suggests books likely to stimulate children in their desire to read. Two articles deal with the secondary level: The development of effectiveness in reading generally by Carol S. McCord, and the nature and values of critical and creative reading as explained by Brother Leonard Courtney. The sequence is completed by Paul E. Stanton's article on developing lifetime interests at the college level. The scope and sweep of the entire program are developed by Naomi C. Chase who indicates a sad trend toward lessening interest in reading through the years of maturity.

Three appendixes conclude the bulletin. These constitute a committee report featuring verbatim reports by elementary teachers.

Let me commend this bulletin to the attention of all members of the teaching profession who are interested in promoting a well-informed public who find in the printed page a source of both information and pleasure.

MILDRED A. DAWSON, *President*
International Reading Association
1966-1967

The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

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PREFACE

THE DEVELOPMENT OF lifetime reading habits is a continuing process effected over a period of years by a confluence of many factors. Among these are the existence of awareness, experience, and motivation; the presence (or lack) of adult models; and the accessibility of books, repetition, and satisfaction. Every set of influences that go into the making of the habituated reader is highly personal; but we know, or think we know, that early home experience, the total school experience, the amount of education, and the choice of vocation play an important part in the development of a reader or of a nonreader.

For some people, the development of the reading habit is begun at home in earliest childhood by exposure to books and to adults who read and talk about books and by having them become inextricably a part of a fascinating and ever-widening world. For many other people, the first exposure to books comes in the first years of school, and it is during the school years that most children not only acquire the reading skills but establish some sense of relationship with books. For those whose relationship deepens through the years, those who become truly "hooked," reading becomes a way of life, a habit used to stimulate, to relax, to more fully involve, or to escape for a period from reality. But minimal reading skill, unpracticed and unwedded to any sense of the personal need for regular reading, quickly atrophies, and we find an unhappily large proportion of adults who once attended school long enough to learn to read now swelling the ranks of the functionally illiterate. What happens during the years of formal education must, it would seem, mesh with and meet the test of the goals and opportunities offered by the society. We have, evidently, not done well enough in the past in establishing the relevance of the lifetime reading habit to the post-school era; but those who formerly could get by well enough without it can do so no longer.

Escalations in the levels of literacy required by society have typically attended each stage of the industrial and social revolutions of the past few hundred years. Over the past century, and at a constantly quickening rate, the majority of the population has moved from making a living in agriculture and handicrafts to making a living in industry, and now in science and technology. During this period reading skill became the normal possession of the majority; it has now become the necessary competence of the great

mass of the population. Society is demanding another upgrading in the level of literacy. An increasing number of today's occupations require large amounts of reading at a level far above that of simple literacy.

To make possible the sort of reading the successful continuance of our society now requires, American publishing has made available the entire corpus of the world's standard literature in paperback books and has developed new techniques of color printing. Public policy has assigned new priority to reading opportunities with library and educational legislation coalesced around the idea of making the entire printed output available to all people, everywhere. Broadcasting has recognized that reading is a competence closely related to involved intelligent viewing and listening and that books, magazines, and newspapers are partners in the public communications network. Since awareness of the world beyond day-to-day experience inevitably leads to reading, two and one-half times as many new titles are published today as at the beginning of television broadcasting.

All of this makes the teacher's effort to teach reading skills and instill lifetime reading habits many times as important and productive as ever before. How does one prepare a child or young person to enter a society that is developing around the greater use of print?

Somehow one must create the awareness in the classroom that the literature of the 1980's, like the science of the 1980's, will be relevant in daily lives as no body of literature or science has ever been to preceding generations. The intellectual life that will be important is the life students will tune into through reading. One must give them a sense of anticipation about the world they will live in—a feeling that they are readying themselves to *participate* in society; the conviction that reading will be a tool of their own, although during the learning years in school it may seem to be done merely in compliance with someone else's wishes; that reading is not just a means of adjusting to society, but a means of changing it. We need to bring practice in reading into all the content fields at the high school level and, if necessary, through the college years. At all times and with every means at her command, the teacher must learn how best to counteract the attitude that reading is for school only; that reading is a second-hand and, therefore, an inferior form of experience. Reading must be understood and interpreted as a tool of invention, relevance, and creativity; as a sort of depth-perception device that gives dimension to firsthand experience; and as a principal means by which the intellectual inheritance is tested and developed.

Young people, above all, must know that books have long been considered dangerous—and with good reason—by dictators, mind controllers, and those who would force the single viewpoint and in so doing turn individuals into masses. A young person needs to know that self-identity, independence, and effective action can all be greatly enhanced by reading. His choice of what he reads and implementation of what he reads to shape himself and his approach to life remain a distinctive personal hallmark in a mechanized, impersonal society.

This preface attempts to incorporate some of the thoughts expressed by Dan Lacy, Senior Vice President of the McGraw-Hill Book Company, when he spoke at the first joint program meeting of the American Book Publishers Council and the International Reading Association at the IRA Conference in May 1966. The papers that follow and the results of the survey by the IRA Committee on Lifetime Reading Habits, chaired by Mary Austin, are offered as an interim report, a progress report perhaps, on what teachers at the elementary, secondary, and college level are doing and can do to reinforce and extend the effectiveness of their roles in the development of lifetime reading habits. This publication has been preceded by several others over a period of years by the American Book Publishers Council and the International Reading Association who jointly focus now on a major common concern.

The American Book Publishers Council, through its Committee on Reading Development, has been conducting since its inception in 1950 a continuing program to spur this development. It has brought its influence to bear through conferences, publications, and a variety of activities involving education, legislation, and collaboration with other groups and agencies concerned with reading development. The Committee on Reading Development's seminal conference and report on *The Development of Lifetime Reading Habits*, held in New York in 1954, "set the stage" for all that followed. Especially influential were its conference (cosponsored by the University of Michigan and the National Book Committee) on "The Undergraduate and Lifetime Reading Interest" (1958), the report of which was published as *Reading for Life*, Jaccob Price, Editor (1959); its conference and report on *Books in the Schools* (1961); and its conference on *Functional Illiteracy* in 1964.

Several great teachers concerned with the teaching of reading participated in the small, high-level 1954 conference, whose report was prepared by Jean D. Grambs. With others, they identified remedial steps which they felt would enhance the school's and the teacher's effectiveness in

developing reading habits among young people. Important among these were

1. achievement of a higher valuation of reading and the reader by the society generally;
2. development of good school libraries, in elementary schools especially (there were almost none in 1954), and the development of constantly refreshed classroom collections to make a wide range of books available to children throughout the school day; and
3. provision of books for purchase by young people themselves and the habit of personal ownership of books.

Happily, great strides have been made toward the attainment of the first two in the intervening years, and the good effects on teachers and pupils alike are almost incalculable; the third recommendation cited has also come to life through paperback book clubs and school bookstores.

Other recommendations made in 1954 have seen little or no response: improved training—preservice and in-service—for teachers in the use of books in the classroom and classroom techniques to encourage reading; better and more relevant book reviewing and information, especially for young people themselves, about new books; and some sophisticated research on the kind and quality of education that develops enduring intellectual interests, and thereby, lifetime reading.

In 1965, the Committee on Reading Development and the International Reading Association established a joint committee to work together on the development of lifetime reading habits. Dorothy M. Dietrich, Supervisor of Reading, Uniondale, L.I. (N.Y.), Schools, and Rhett Austell, publisher of Time-Life Books, representing respectively the International Reading Association and the Committee on Reading Development, are cochairmen. All of us, from both inside and outside the classroom, plan to keep working on harder than ever. A whole new pioneer spirit is evident—innovative, experimental, representing a willingness to try to eliminate the tragedy of lifetime illiteracy from the lives of this generation right now.

THE ROLE OF THE TEACHER IN DEVELOPING LIFETIME READERS: Elementary

William J. Iverson
Stanford University

I WANT TO PRAISE elementary teachers for I have become convinced that they are under-appreciated. Leading the parade of "under-appreciators" are professors like me. We have retired to the comforts of the colleges and universities. We no longer have to do the hard work of elementary teaching—if we ever did—and so we feel free to tell teachers what they ought to do. But this time one professor is going to try to behave differently. At least once, I want to refrain from pious exhortation. I want to celebrate the good things elementary teachers have been doing while pedagogs like me have been talking.

So let me begin with a solid affirmation. Elementary teachers now play their roles with admirable devotion in developing lifetime readers. Fifteen years ago the late William S. Gray of the University of Chicago and I reviewed criticism of reading instruction. We worked long and hard at the review which was published in the *Elementary School Journal* and occupied the entire September 1952 issue. Five years ago, James B. Conant chaired a national conference called by the Carnegie Foundation to which twenty-eight persons interested in reading instruction were invited. As one of the group I had another hard look at the quality of reading instruction. Our views were published in the pamphlet *Learning to Read*, issued by Educational Testing Service in 1962. Today Ralph W. Tyler is directing a national assessment of learning in our schools. I do not know what it will show about reading. But my experience through all these appraisals has led me to believe that we need to underline the positive accomplishments of elementary teachers.

It has always been—it will always be—tempting to dwell on deficiencies. Of course, they are there. I said I did not know what the current national assessment would reveal. But it would be naive not to expect uneven achievement in reading. There will certainly be parts of our land where lifetime readers are not being developed. What will we do when these predictable appraisals are revealed? Will we who live in the protected environs of higher education say, "Of course, we've been telling

them for years what *they* ought to do?" I suspect many of us who are professors will indulge ourselves in just that kind of self-serving sanctimony. Before that happens, let me try to expiate some of my own past sins and perhaps even inoculate you who are elementary teachers against any forthcoming virulence.

The best way for me to do my penance, and I hope for you to protect yourselves against any future attack, is to emphasize what you as elementary teachers now do in developing lifetime readers. It seems to me the roles which you play are many and the competence with which you act is considerable.

In the kindergarten you start, and through the primary years and beyond, you continue to make real, personal, and satisfying the aesthetic rewards of language. You tell stories and you read aloud stories. You show in your voice the sounds, the rhythms, the images, and the appeals to emotion which are the language of literature.

You tell stories to make immediate the promise of reading. As children are laboring to perfect their skill in reading, you personify what the lasting pleasures are. You deliberately intrigue children with words: quiet words and noisy words, words which call the imagination and words which calm the spirit. You pattern the words in all the wonderful ways in which an English sentence can mold idea and feeling. You gradually extend the number and qualities of incidents in a plot. You add dimension to characters. You build substance in setting. You lead the children to see the ideas behind stories. You realize that a story well told is as rewarding to a teller as is song to a singer or a picture to a painter.

You read aloud with equal zest. You read as if life held no greater pleasure. You make certain that children see at least one person who loves to read and rejoices in the opportunity to share that satisfaction. You know there is no more powerful incentive to want to read than the obvious, real, uninhibited pleasure in reading personified by a well-loved person.

You make certain that the stories you read offer substance for childhood. You want to build growth on solid food which takes some chewing. Pablum we have enough of already. You know that solid, nutrient stories come from varied sources. The old tales—folk and fairy and fable—out of the oral tradition of many peoples are part of your fare. You read the myths and legends and hero stories which infuse literature around the world. You lend the impact of the lives of real personages, great and small. You read with natural affection the singing lines of poetry. Of course, whatever you choose, you guard against what William Jenkins has

called an "attic mentality" which treasures only the old and dusty. You know literature is not substantive because it is aged. Literature is substantive because it is ageless.

You see to it that the classroom itself makes manifest the rewards of reading. You arrange so that the room can be littered with books. You make available a catholic array: serious writing and humorous writing, writing of fantasy and writing of realism, writing of lands and times far away, writing of the here and now. You have long known that accessibility is a key factor in encouraging lifetime reading.

You do not forget yourself in keeping alive the joys of reading. In your own life, books are as present as food and drink. You know you can only retain a sense of the long-term reading vistas for children by keeping alive the prospects in yourself. You know that it is not only children who need to be reminded that the work is worth the while.

Now what is the panorama in literature which you wish to keep fresh for children? You want children to see the potentialities in all the various forms which literature can take. You know that this kind of vision requires solid teaching. A child cannot enjoy what he cannot read. So you labor long to invest him with the early skills in word recognition and in sentence pattern. But you notice that increasingly these reading skills are being mastered early by the majority of children. So wisely you turn early from the skills of language to the content which language bears. You do not make the mistake of assuming that enjoyment of literature just grows. You teach for it.

Nor do you make the mistake of assuming that the material for skill building can also be used for developing lifetime interest in literature. The ends of skill building and literature teaching are different. The materials must also be different. In developing lifetime interest in literature you know you must have stories, poems, biographies, and essays read as they were written. When any of these forms are adapted to serve as exercise material for skill building, they no longer serve as literature. You do not argue that skill building is not necessary. That would be nonsense. You simply affirm that when you are building lifetime interests in literature, you are in another role—equally important and equally deserving of appropriate material.

When you are playing this important role, what do you do? First, you make clear the resources of each literary form. Appreciation of literature derives from specific qualities within each form. You know there is nothing nebulous about it. The qualities of each literary form have been

known for centuries. So you show what the qualities are—whether it be a story, a poem, a play, a biography, or an essay.

You find that once these qualities are known, it is not difficult for children to appreciate them. You know that you can begin effectively in the first grade. You encourage individual creative responses. So long as the reader is true to the spirit of the writing, you help him see in his imagination, hear, taste, touch—whatever the appeal—in a way that is uniquely his own. You know that each child makes his own responses out of his own being, his own living, indeed his own reading.

You encourage children to take a different attitude towards words as they read literature. In skill building you want a child to know *what* a word means. In literature you are more interested in *how* a word means. Perhaps it is a word which buzzes or hums or even sings. Perhaps it is a word with a rhythmic beat which drums its way into the imagination. Perhaps it is an image-making word which makes a child see or hear or smell or taste or touch.

You help children see the way in which a story, a poem, a play, a biography, or an essay is built. You are not afraid to use the literary terms. In a story you talk naturally about plot, character, setting, and theme. You know that words like climax, conflict, and surprise scare no one. Indeed, the specific literary terms add security because they make discussion clearer and better focused.

You keep a sense of priorities as you teach for lifetime interest in literature. In a story you realize that a child must first know what is happening before he can enjoy a plot. He must know who the characters are before he can identify with them. He must know where the story develops before he can transport his imagination there. He must think about what the idea behind the story is before he lends his approval or disapproval.

You have learned through painful experience that it is tempting to try to leap into the appreciations you wish before the prior understandings are won. So check before you move to teaching awareness of the artistry of the writer. When you are there, what awareness do you seek? In a story you look at plot. How did one event lead to another? You look at characters. How did the author make them appear alive and believable? You look at setting. How did the place make a solid footing for the story? You look at theme. How was the idea behind the story gradually revealed?

Of course you move into this kind of teaching sensibly. You do not cross-examine. You do not try to make a career of one story. You are selective in what you try to teach. You do not try to develop awareness of everything the craft of the writer might have fashioned. In short, you are

economical, watching carefully to see when you are developing the lifetime appreciation of the children and when you are exploiting your own interests.

You are particularly sensitive to invite the children's own creative additions to what the writer has only suggested. You know that in all art forms—literature, music, painting—each individual diverges in his responses. It is not the same as in scientific or mathematical communication where the responses are expected to converge. If you show a child a map of Puget Sound, the communication is quite explicit. If you show a child a painting of that same body of water, the communication intended is only suggested.

So as you show children how a writer built a story, you are equally interested in how each child responds to the writer's suggestions. You do not expect each child to have the same responses. And so long as a child is not violating the spirit of the writing, you welcome his individual creative additions. For he *is* adding himself—seeing, hearing, smelling, tasting, touching—in a way unique to him. No one has lived precisely his life. He joins the writer and together they make new artistry.

When children have realized the most from a story, realized what the author said and how he said it, realized in their own persons how it all appeared, then you are ready to encourage them to make judgments. Why did the story succeed as well as it did? Why was the plot constructed as it was? Why did the characters behave as they did? Why was the setting placed where it was? Why did the theme develop as it did?

You have learned that the young do not always agree with their elders. You have learned to be humble. The books which are precious to you are not always dear, at this very moment, to those you teach. You know that you do not foster lifetime interests in literature by insisting that now and now only is the time for a given piece of writing. You realize that you can not hand anyone a satisfaction he does not feel.

So though you may wince a bit, you accept diversity in judgment. You find that your willingness to teach for a common understanding of what the qualities of literature are helps make the bases of divergence clearer. You are not talking ambiguously about appreciation. Your children know the simple vocabulary of literary discussion. So they can point with lucidity to the reasons why they chose to respond as they did. You do not attempt to coerce agreement but you do welcome references to those qualities on which dilvergence is based.

Now what about the other literary forms? Let's take biographies first. You have found that persuasions of biography have much in common with the appeals of the story. Literary biography is written out of an artistic integrity which the biographer imagines for his subject. The incidents, the thoughts, the feelings described, all are chosen to be reported in accord with this aesthetic concept. You know that such biography is not an objective report. It is an emotional commitment to an image. There are, of course, currents and countercurrents in a good biography. A unifying concept out of which a portrait is made does not rule out conflict and suspense just as unity does not eliminate these qualities in a story. Indeed, a good biographer, constrained as he is by outcomes already fixed, still strives to lend a sense of both the day-to-day and the long-term uncertainties in the life of his subject.

Your students turn to biography to make both present and past seem living chronicles. You find they can apply essentially the same guides in assessment as they did in fiction. Of course they want to know *what* the man did. They are intrigued by *how* the life is conceived. They lend their own creative additions to the biographer's suggestions. They make their own judgments about *why* the man was sketched as he was.

Since there are now often a number of biographies written about the same man, you encourage boys and girls to judge differences in the several approaches. Thanks to teacher's efforts, biography is fast becoming one of the more effective agents in recruiting lifetime readers.

The essay for children, too, is a rising literary form. Many of the books about the natural world are not purely reports of objective information. Many are personal responses to the wonder and beauty of nature. You find that children follow a writer like A. G. Milotte, writing about a hippopotamus, as avidly as they would a story. Or when Henry B. Kane writes about a meadow, you see that children are fascinated with the teeming action concealed within that green world. These essays draw all the color and excitement of good fiction.

And what about drama? You do not expect—and you do not find—much independent reading of drama. A play is meant to be played. So it is almost perforce a group activity. But many of you have found that creative dramatics lends support in developing reading interests. In this extemporaneous playing out of a story, biography, narrative essay, or poem, you find many advantages. You find it permits full exploration of language under the stimulus of what has been read. You see it develops incentive to improvise as the reader commits himself through his speech to an

image of what he has read. You recognize it reveals sensitivity to situations in choosing diction and tonal vestments in language. You watch it permit emotional release, lending a sense of the power of the language which might have only been partially felt in silent reading. In brief, you sense that this kind of drama develops the creative additions essential to genuine involvement in literature. The mere fact that minimal settings and costumes are employed in creative dramatics requires inventing language to convey the reader's own responses to the writer. Elementary teachers in the Northwest have served all of us well by special demonstrations of what creative dramatics can do to foster lifetime reading.

I have saved until last that literary form which has caused the greatest difficulty. That is, of course, poetry. Here I hope you forgive the professor's saying that your successes have been modest but not inconsequential. But then the successes have been even more modest at later levels of education. What success you have achieved in the elementary schools has been due, first, to your early beginnings. You have shown that a child, who early hears and tastes on his own tongue the excitement of poetry, may indeed resist all the culture pressures and retain his affection for poetry. The solid charm of nursery rhymes still pervades many kindergartens and primary grades. Beyond these years, your efforts with poetry have been more oppressed.

Now why is your success with poetry as much as it is? First of all, poetry is beleaguered by a very hostile cultural stereotype. In our adult culture, poetry is little prized. It is especially little valued by men. Of course, this hostility is not without its effects on children—and I'm afraid the effects are particularly negative on boys.

Now what have you done to counteract this hostility? You have watched the choice of poems. You have had to sacrifice some "footsteps quiet and slow at a tranquil pace under veils of white lace." You have had to indulge in some quickened beats of jungle drums. It is true that the girls sometimes have tired of this unabashed catering to male tastes. But on balance, I think most of you have discovered that the girls have gone along.

But even given virile content, you have learned that the peculiar demands of the literary form in poetry makes acceptance difficult. Poems are arranged on a page in a different way. The spatial arrangement is dictated by rhythm and, when it is present, by rhyme. The placement is also employed, especially in modern poetry, to fasten the attention on the separate pieces of statement. For example, look at these lines from William Carlos Williams:

It is difficult
to get news from poems
yet men die miserably every day
for lack
of what is found there.

You know that children have to learn what purposes these spatial arrangements serve.

You realize, too, that the fundamental syntactical device in English of word order is often disarranged by spatial arrangement in poetry. Unusual ordering of words greatly increases difficulty in reading.

You see that poetry is very terse. The child cannot gradually slip into understanding. He must be prepared to use the same text for much rereading. Rarely does poetry yield its full impact on first reading.

You recognize that poetic diction is strange. It is the poet's effort to force the child to respond creatively. The poet wants to surprise his reader into new insights by his choice of words.

You observe that poets, of all literary artists, speak mostly by suggestion. This figurative language is also intended to evoke novel views of experience.

Now how have you coped with these difficulties of the poetic form? You have endowed poetry with your own genuine affection. You have read it and recited it naturally and easily. You have not employed any artificial lubricants. You know those who ooze from syllable to syllable kill interest in poetry forever. You have seized upon strategic moments. You know you cannot move into poetry with the children fresh and fractured from recess. You use a modulating time with quiet talk and sometimes, when the logistics are not too difficult, even with a little music. Whatever you do, you try to keep it all normal, unaffected, and attractive.

Occasionally, you may even drag in an itinerant male—a father who likes poetry and reads it with virility; a male principal who cares; or a pilot, sports figure, scientist, or businessman. It seems crass. But you do sense the necessity surrounding poetry with some male and occupying positions boys value. You feel it is a pity to have to resort to such obvious stratagems. But you know that it is a small price to pay for the lasting rewards which those who are caught young will gain from poetry.

I end my celebration of elementary teachers, those who have done so much to develop lifetime readers and who exemplify every day the kind of devotion to books about which another academic talked over three centuries ago:

Books are life's best business. Vocation to them hath more emolument coming in, than all the other busy times of life. They are fee-less Counselors, no delaying Patrons, of easy access and kind Expedition, never sending away any Client or Petitioner—Count thy books in the Jewels, wherein a variety is the most excusable Prodigality and right use—the best husbandry. They are for company, the best Friends, in doubts, Counselors; in Dumps, Comforters. Time's Prospective, the Home Traveller's Ship, or Horse—the Mind's best Ordinary, Nature's Garden, and Seed-plot of Immortality.—Richard Whitlock, "Zootomia," 1654.

HELPING CHILDREN TURN TO READING FOR INFORMATION AND ENJOYMENT

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ONE FRIDAY MORNING in April, I asked 22 lively suburban fourth graders to write three things they wanted to find or wished they could find in books (1). Some of them wrote more than three, and some of them offered other bits of useful information. While this is a small, selected sample to be sure; nevertheless, their ideas indicate what some nines and tens of today look for in books. Some of their answers are used here as the jumping-off place for a discussion of "helping children turn to reading for information and enjoyment." While the ideas can be applied to all levels (even adult), the examples given relate best to the middle grades.

Perhaps the most striking point about the comments of these fourth graders was their emphasis on factual information. Half the group wanted books with facts—history, biography, geography, and science—while only about a fourth of them mentioned fairy tales, imaginative stories, or mystery; and only one—a girl—mentioned poetry. She wanted poems about "flowers and springtime."

In order to help these or other children find the information they want and obtain pleasure from books, what can be done?

Teach children to read easily and well

One ten-year-old boy in this group sounded rather wistful when he wrote for his first sentence, "I wish I could reed (sic) better." Many children do want to read better, and if they knew how to do it by themselves, they no doubt would. The very fact that they cannot emphasizes the role of the teacher in aiding them. For to be able to use books, one must be able to read them.

Children need to be *taught* to read, not just to practice the reading they already know. They need to be led to higher planes than they might otherwise try alone. This teaching includes work on the basic skills of word recognition and comprehension, on study skills, and on vocabulary development; and it does not stop in grade three.

The excellent teacher of this fourth grade explained to me how she developed the concepts and vocabulary necessary to understand the ideas

in the story prior to their silent reading, for she found this activity gave them an added incentive to find out what the story contained. For example, she mentioned that one of the stories in their study of early colonial crafts dealt with the making of glass. She brought a hand-blown vase from home so that the children could see the mark on the bottom where it had been cracked off the punty. The teacher's emphasis on vocabulary development was evident in the children's answers, for a fourth of them wanted books that would have "hard words" or "different words" in it. Children of this age enjoy enlarging their vocabularies, they like big words that they can then try out on unsuspecting adults. To restrict their vocabularies unduly or to expect them to figure out many new words on their own without proper background does not give them the skills that allow to become independent readers who will read and like it. The first step towards using and enjoying reading is confidence in one's competency to master the printed word.

Make books available—on many levels and many topics

To satisfy the requests of this fourth grade alone requires more books than an ordinary classroom library could possibly provide. This condition underscores the need for central libraries in the elementary school, under the leadership of a trained school librarian. She will have information about the many book selection aids, the publishing firms, the companies that produce books with library bindings, and the routine of ordering. She will also help teachers select the books to be charged out for a limited time to the classroom library, and she will teach the children how to use the library efficiently. Thus the advantages of the classroom library are continued and combined with the additional advantages offered by a central library.

But the "making books available" also requires that teachers know which books exist; work to obtain them; and then bring the book and the children together. Were a teacher to get books on topics mentioned by this group, she might start with history, for it received 19 mentions in the total tally. Children wanted stories of "cave man days," the 1500's, American history, colonial history, the Revolutionary War, the 1800's, warships and warplanes, and World War II. (You can see the influence of their social studies in this listing.)

To find suitable books on these topics, the teacher, with the help of the librarian, could check such annotated sources as Bowker's *Best Books for Children, Good Books for Children* by Mary K. Eakin, or Bulletin 32 of The National Council for the Social Studies entitled *Children's Books to*

Enrich the Social Studies, or newer books such as the *Bulletin of the Children's Book Center* or *The Horn Book.* Here teachers would find volumes like the following to meet the interests of those who want history:

For the cave man days, try William Scheele's *The Cave Hunters* which depicts the struggle of early men for existence, their adaptation to the environment, and the art they left on the walls of the caves in which they lived. Since the author of this book is the director of the Cleveland Museum of Natural History, he writes from a background of accurate fact.

For the 1500's, try *America Begins: The Story of the Finding of the New World,* by Alice Dalgliesh, which describes the explorations following Columbus or *Cartier Sails the St. Lawrence,* by Esther Averill, which describes the early exploration in Canada by the French. Or get biographies like *Magellan, First Around the World* by Ronald Syme, *Martin Luther* by May McNeer and Lynd Ward, or *Heroes of Civilization* by Joseph Cottler and Haym Jaffe, which includes stories of Marco Polo, Vasco De Gama, Magellan, Copernicus, Galileo, and Guttenberg. These accounts portray the men and their times and how the world emerged during this age of discovery and exploration from the Middle Ages into the Renaissance.

The child who wanted to know "Who made the first book?" could be referred to *Communication: from Cave Writing to Television,* by Julie Batchelor, or *The Wonderful World of Communication,* by Lancelot Hogben, for these include the development of the alphabet, of movable type, and of the materials used from "stone tablets to paper books."

For books about early America, during the colonial and Revolutionary War periods, try *The First Book of Early Settlers,* by Louise Dickinson Rich, for it gives individuality to each of the early colonies by describing the homes, clothes, food, government, and work. Two other books supply, in great detail through text and illustration, information about everyday objects used in the colonial period. The first is *Colonial Living,* by Edwin Tunis, which gives step-by-step directions for making sugar cutters, candles, pidgins, soap, cloth, and furniture and pictures the homes, furniture, clothing, and trades and crafts of both early and later settlements. The second book, *Life in Colonial America,* by Elizabeth Speare, includes many facsimile reproductions of old prints and photographs of everyday objects, with a text that includes the work of women in the home, government, crafts, education, transportation, and holidays.

For accounts of the Revolutionary War period, there are the biographies of Washington by the D'Aulaires and Genevieve Foster; of Benja-

min Franklin (straight) by Jeanette Eaton and the D'Aulaires and (distorted) by Robert Lawson in *Ben and Me;* and of Paul Revere by Esther Forbes and by Sheherazade, his horse, with the help of Robert Lawson; and there is that interesting first book in the trilogy of Gerald Johnson's History for Peter, *America is Born.* While this book might be too advanced for the ordinary fourth grader to read for himself, it presents such an objective interpretation of the making of America that it deserves mention here.

For the boys who wanted warships, there are the American Heritage *Naval Battles and Heroes,* which shows the battles from the American point of view, and the Horizon Carvel book, *Nelson and the Age of Fighting Sail,* that shows some of the same battles from the British view. Both of these series are profusely illustrated with reproductions of old color prints, black and white etchings, photographs, and drawings that alone are worth perusing.

Apparently the interest of some of these children was aroused by the discussion of glassmaking, for three of them wanted to know more about glassblowing. Leonard Everett Fisher's book, *The Glassmakers,* describes in simple terms the making of glass by the "offhand" and molding methods and gives a brief history of American glassmaking. The book is one in a series about Colonial American Craftsmen that also contains *The Papermakers, The Printers,* and *The Silversmiths.*

To satisfy the request of the child who wanted to read about the 1800's, give him stories of the westward trek in America as told in *Children of the Covered Wagon,* by Mary Jane Carr, or *Tree Wagon,* by Evelyn Lampman, both following the Oregon Trail. Or give him *The California Gold Rush,* by May McNeer, which tells of the California Trail or the *Tree in the Trail,* by Holling Clancy Holling, which gives the history of a cottonwood tree on the Santa Fe Trail. All of these show the pushing back of the frontier, the struggles with unfriendly Indians, and the inevitable settlement in spite of rough roads, bad weather, animals, Indians, illness, and drought. These are stories of sturdy pioneers; the weaklings did not survive.

And for the Middle West, there is always Laura Ingalls Wilder whose eight books "grow up" with the children, one a year from grade three on. These books contain such a wealth of homey detail, family unity, faith, and courage that children relive those exciting, apprehensive, and sometimes dangerous moments with Laura, at the same time recognizing that the underlying security is not the place nor the things but Ma and Pa who can cope with what may come.

These are but a few of the books that could be presented to children who indicate historical topics on which they would like to read. The books included here are merely samples to show that books *are* available for children of this age on topics relating to history.

Promote books actively and have children promote books

Any good businessman knows he must let his customers know what he has in stock on the shelves. So he makes displays, buys newspaper space for advertisements, tells the customers of daily bargains, and in general makes an effort to let his public know what he has to offer. Likewise, teachers and librarians need to let their consumers know what the library shelves contain; and as the businessman makes his displays, so must teachers and librarians call specific attention to a book or group of books by attractive displays, by word of mouth, or by advertisements in the form of posters, lists, or bulletin board exhibits. And in making the displays, remember to keep to one topic or subject—just as the posh hat shops display only one or two hats while the "five and ten" clutters up its windows with a motley array.

Let children make displays in a corner of the room. All they need is a bookcase top with a bulletin board behind it, or a deep window sill, or a small table. Let them figure out some unifying theme; then choose three or four books on this topic and set up their display. At one time, my undergraduate students had this as an assignment; they created eye-catching displays, like hanging stuffed toys from the bulletin board and then running a streamer down to the book of *Winnie-the-Pooh*, or like making a diorama for *The Borrowers*, following faithfully the descriptions in the book.

Books can be promoted by friends recommending something to each other, by lists sent home for leisure reading or summer reading, or as suggestions to parents who wish to buy books for gifts.

Books can be promoted by putting new dust jackets on old books. It is amazing how much a paper jacket, protected with a plastic cover, can do to spruce up the looks of a library and to call attention to that book as it stands on the shelves with all the others. While the words in a dull old copy are the same as in an attractive reissue, the child likes to read attractive books and so is more likely to pick out those that look new in preference to those that look old.

Read to children—some time every day, if only for a few minutes

The dead silence that results from good oral reading of well-chosen

material is a tribute to the quality of the material as well as to the art of the reader. Student teachers regularly report that there are no discipline problems during literature class when a good reader is reading aloud. Through listening to literature, pupils hear vocabulary at a level higher than they now speak and become familiar with words in context. With repeated exposure, meaning gradually dawns. This process serves not only as motivation for their own improvement in the reading skills but holds up to them a standard of literature that will help them learn to judge when they choose books for themselves.

This reading aloud should be continued into high school – yes, even into college – for via oral reading the real essence of literature comes through. Hearing poets like Robert Frost or Vachel Lindsay or Carl Sandburg read their own works on records or listening to Lynn Fontaine reading "The White Cliffs of Dover" are aesthetic experiences never to be forgotten.

Some good read-aloud books for early primary grades include fairy tales like Marcia Brown's *Once a Mouse* or *Stone Soup*, Wanda Gag's *Millions of Cats*, or Virginia Lee Burton's *The Little House*. For third graders, try *Charlotte's Web*, that charming story of an unusual friendship between Wilbur, the pig, and Charlotte, the spider. Or try fairy tales from other countries, like *The Cow-Tail Switch: and Other West African Stories* or *The Dancing Kettle* by Uchida.

In fourth and fifth, read *Treasure Island*, *Alice in Wonderland*, and Norse myths—Abbie Farwell Brown's *In the Days of the Giants*—followed by Sally Benson's *Stories of the Gods and Heroes*, which are Greek and Roman myths retold with dignity and grandeur. Or read the hero tales of *Robin Hood* or *Paul Bunyan*. Parallel these fanciful adventures with realistic stories of everyday life, too, so the pupils can have their feet on the ground, while they lift their faces to the sky.

Have pupils share their reading

Readers who are interested want to share with others their great discoveries, the interesting passages, the picturesque descriptions, the apt characterizations, or the humorous sections they have found. This sharing can be done in various ways by a) just telling a part of the story in summary or reading an appropriate excerpt; b) conducting a panel discussion with those who have read the same books, using a child as the leader; c) giving book reports of various types; (The first is the regular written

report, but give pupils help in the "how" and "what" in order to do justice to the work; another way is to try to "sell" the book, just as if it were an item of merchandise. Or try the reverse, and let a child tell others why they certainly would *not* want to read *that* book. Still another way is to ask children to recommend to you, the teacher, which books you ought to read when time allows you to do only a few. Another popular way to get a good report is to have them make a book jacket, including on the inside front flap a summary of the story—or at least enough as bait to read the book—and inside the back flap information about the author. The back of the jacket could include advertisements for other words by this same author, and on the front would be an illustration or a symbolic design related to the story.) d) writing advertisements, making a book catalog to take home for vacation reading, or preparing a booklet of the biography of a famous author, with summaries of his important works are other ways; (One fifth grade teacher had pupils write biographical sketches of authors and other famous people chosen from among those whose birthdays fell within that month.) e) discussing with the teacher the books both of them have read; (But I defy any teacher to ask really good questions or know when a really good answer has been given if he has not read the book himself.) f) sharing books through different art media—puppet shows, pictures, dioramas, murals, or clay sculptures; (A kind of cultural timeline might also be made, placing the authors and poets and perhaps their works along the continuum. To use these well requires a knowledge of story detail, an ability to visualize the descriptions, and to project beyond the description into new situations.) and g) dramatizing and choral speaking are other oral means of sharing literatures. (Suitable material for young children include Mother Goose rhymes and simple poems by Robert Louis Stevenson and Christina Rossetti's "What is Pink?" For middle grades, try ballads, or "The Pirate Don Durk of Dowdee," or Vachel Lindsay's "The Potatoes' Dance" or "The Mysterious Cat.") Choose poems with a marked rhythm, a definite mood that can be caught, and a simple story or idea that is easy to grasp from hearing once. At the start, realistic, down-to-earth poetry is often more suitable than ethereal, lyrical poems. Children are usually not emotional and resist showing too much of how they feel. Keeping to somewhat humorous or short narrative rhymes will aid the teacher in getting students to use and enjoy choral speaking. After they have had experience, they can progress to heavier poetry, free verse, prose excerpts, and more lofty ideas than those with which they began. Choral speaking should be fun, and the group spirit that is created should encourage them to continue.

Let pupils fill in a "reading design"

A reading design (2) should stimulate them to read more widely. One such design is composed of a large circle divided into different segments, each pie-shaped piece containing space within for several circles made with dotted lines. Each piece is labeled with a topic, such as "poetry," "fairy tales," "animal stories" (the fifth grade one has separate sections for "horses" and "dogs"), "historical fiction," "mythology," "contemporary tales," and so on. As the student reads a book, he traces over the dotted lines of one circle and writes a number within it to correspond with the numbered line on the opposite page where he has written the title of the book. The purpose is to get pupils to sample various types of literature as they complete their designs, even though they still continue to have their favorites.

Last, but really paramount, read yourself

Read children's books; read adult books; read magazines and journals and newspapers; only read. As pupils see you read and use reading to find answers, they follow your example, too, and go to books when they have questions. More, they read when they have time to spare. Be thankful when they do some surreptitious reading behind their big geography books! But let them see that reading is an important aspect of daily living and that adults use reading at their level in similar ways that pupils do at theirs. For some, the teacher may be the only adult that the child sees reading, and thus it becomes of even more import. You may not wish to go as far as one teacher did, who, when the class had "free reading," also had her adult novel for her free reading during this period, but you should help children realize that books are important.

Conclusion

So, if teachers can help children learn to read better, if they can make good books available, if they can transmit some of their own pleasure and excitement in reading, and if they encourage pupils to share what they have read, then is reading likely to become such an important part of the pupil's life in school that he cannot but carry over into his out-of-school life his habit of reading.

Notes

1. Fourth grade, Ardmore Avenue School, Lansdowne, Penna. Teacher, Mrs. Emma Fraim; Principal, Mr. Robert Diutalo.
2. See G.O. Simpson, *My Reading Design*. North Manchester, Ind.: The News-Journal, 1945.

BOOKS FOR CHILDREN

Best Books For Children	Patricia Allen	Bowker, 1966
Good Books For Children	Mary K. Eakin	U. Chicago Press, 1962
Children's Books To Enrich The Social Studies	Helen Huus	Nat. Council for the Social Studies, 1966
Bulletin Of The Children's Book Center	Zena Sutherland (Ed.)	University of Chicago Press
The Horn Book	Ruth Hill Viguers (Ed.)	The Horn Book
The Cave Hunters	William Scheele	World, 1959
America Begins: The Story Of The Finding Of The New World	Alice Dalgliesh	Scribner, 1959
Cartier Sails The St. Lawrence	Esther Averill	Harper, 1956
Magellan, First Around The World	Ronald Syme	Morrow, 1953
Martin Luther	May McNeer and Lynd Ward	Abingdon, 1953
Heroes Of Civilization	Joseph Cottler and Haym Jaffe	Little, 1913
Communication: From Cave Writing To Television	Julie Batchelor	Harcourt, 1953
The Wonderful World Of Communication	Lancelot Hogben	Garden City, 1959
The First Book Of Early Settlers	Louise D. Rich	Watts, 1959
Colonial Living	Edwin Tunis	World, 1957
Life In Colonial America	Elizabeth Speare	Random, 1963
George Washington	Edgar and Ingri D'Aulaire	Doubleday, 1936
George Washington: An Initial Biography	Genevieve Foster	Scribner, 1949
That Lively Man, Ben Franklin	Jeanette Eaton	Morrow, 1948
Benjamin Franklin	Edgar and Ingri D'Aulaire	Doubleday, 1950
Ben And Me	Robert Lawson	Little, 1947
America's Paul Revere	Esther Forbes	Houghton, 1946
Mr. Revere And I	Robert Lawson	Little, 1943
America Is Born: A History For Peter	Gerald Johnson	Morrow, 1959
Naval Battles And Heroes	Wilbur Cross	American Heritage, 1960
Nelson And The Age Of Fighting Sail	Oliver Warner	Horizon Caravel, 1963
The Glassmakers	Leonard E. Fisher	Watts, 1964
The Papermakers	Leonard E. Fisher	Watts, 1965
The Printers	Leonard E. Fisher	Watts, 1965
The Silversmiths	Leonard E. Fisher	Watts, 1965
Children Of The Covered Wagon	Mary Jane Carr	Crowell, 1957
Tree Wagon	Evelyn Lampman	Doubleday, 1953
The California Gold Rush	May McNeer	Random, 1950
Tree In The Trial	Holling C. Holling	Houghton, 1942
The Little House In The Woods	Laura Ingalls Wilder	Harper, 1953
Winnie-The-Pooh	A.A. Milne	Dutton, 1926
The Borrowers	Mary Norton	Harcourt, 1953
Once A Mouse	Marcia Brown	Scribner, 1961
Stone Soup	Marcia Brown	Scribner, 1947
Millions Of Cats	Wanda Gág	Coward, 1928
The Little House	Virginia Lee Burton	Houghton, 1942
Charlotte's Web	E.B. White	Harper, 1952

The Cow-Tail Switch, And Other West African Stories	Harold Courlander & George Herzog	Holt, Rinehart & Winston, 1947
The Dancing Kettle	Yoshika Uchida	Harcourt, 1949
Treasure Island	Robert Louis Stevenson	Scribner, 1911
Alice's Adventures In Wonderland	Lewis Carroll	Macmillan, 1865
In The Days Of The Giants	Abbie F. Brown	Houghton, 1902
Stories Of The Gods And Heroes	Sally Benson	Dial, 1940
Some Merry Adventures Of Robin Hood	Howard Pyle	Scribner, 1883
Paul Bunyan	Esther Shephard	Harcourt, 1941

DEVELOPING AN EFFECTIVE READER: SECONDARY

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JUST WHAT IS an effective reader? Is an effective reader one who has attained the mastery of a specific number or type of skills, such as the mastery of those skills deemed necessary for attaining a twelfth grade reading level? Or, is an effective reader one who has been imbued with certain positive attitudes toward reading and who reads avidly throughout his nonacademic life? Obviously, the answer is that effective reading is a combination of both of these equally important aspects of reading. The effective reader is one who has achieved a skill level which will enable him to read most of the material which will confront him throughout his life, not only academic material but the everyday reading of advertisements, newspapers, magazines, and others. He is one who has developed the ability to project himself into the material and is able to derive ideas and concepts which ultimately affect his behavior patterns.

Let us now examine these components more closely. What are the skills necessary for an individual if he is to become an effective reader? First, he has mastered enough word attack skills that word pronunciation does not hinder the fluidity of his reading. Secondly, he has a sufficient vocabulary to handle with ease of understanding most of the material which he will be reading. Thirdly, he has learned to adjust his reading rate to his purpose for reading the selected material.

Who is to teach these skills? Where do they fit into the curriculum pattern? These particular skills are not designated as being taught at any one grade level. It is our responsibility to see to it that the student who will drop out in the tenth grade has as much opportunity to acquire these skills as does the college-bound academic student. These skills should be introduced and reinforced at every grade level throughout his schooling with the material and degree of refinement and sophistication being altered from year to year. The development of reading skills is a continuous and lifelong process; skill development does not adhere to any one grade level.

The development of the skills previously noted is not the responsibility of only the reading and English teachers. It is the responsibility of all the content area teachers in the secondary school. The social studies teacher

points out new vocabulary and helps the student define the terms as they have specific meanings in the social studies. For example, the word "escalation" appears to have taken on an added usage within the past few years, and even that usage varies from newspaper to newspaper. The use of "escalation" in the sense of military build-up has also led reporters to coin another term, "de-escalation." Each subject area has its own special vocabulary and the content area teacher should be responsible for introducing and using course terminology. Wherever possible, the teacher should also point out the meanings the word may have in other subject areas and thus provide a total word experience. When the mathematics teacher introduces and uses the term "meter," he should also show how the term is applied in the study of poetry in the English class.

The secondary school student should also be developing more efficient reading skills; namely, reading smoothly and at a speed which is suited to both his purpose and comprehension level as well as increasing the amount of information obtained per unit of reading time. Again, it is important that all students be given the opportunity to acquire this skill. Along this line, the student should be given a chance to practice such things as adjusting speed to purpose, surveying material before reading, and developing skimming techniques which are applicable in the preparation of certain assignments.

There are also many less obvious skills which are needed to develop an effective reader. These may be more subtle, but they are not necessarily any less vital. These are the skills of involvement; i.e., it is these skills that lead the reader to react to and to utilize what has been read. This function calls for the reader to judge and evaluate what is read and then to integrate the experience obtained into his total philosophical scheme—perhaps, the ultimate goal of reading.

What are the factors which contribute to the achievement of such a goal? In essence, it might be stated that the reader displays a selectiveness about the material he chooses to read, that he is sensitive to what is read, that he is able to evaluate and make decisions regarding the content of the material, and that he reacts to the material to the extent he utilizes it in terms of his own experiences.

In developing a selective reader, it is imperative that we avoid imparting our own values and standards regarding the choice of reading materials. The student must be guided into developing his own criteria for selecting material. Our guidance is provided mainly in three ways.

First, we must guide the student to select material which is comfortable for him to read.

Second, we must help the student develop interests through reading, but we must also be willing to accept his interests at a particular moment and help him find materials which fit these interests. So many times we have heard the student complain that he never finished reading a particular book because it "just wasn't interesting." If this happens too frequently, the interest in finding out just what is between the covers of a book will be lost. We can help a student by giving him a chance to find what a book is like before he actually checks the book out of the library by encouraging and showing him how to browse through books. Let him take several books to a table; let him read the blurbs, read through a few pages, and generally get a feel for the books before making a decision as to what book to select. Teachers and librarians need to encourage browsing. Many book stores have found this idea to their advantage. The signs which read, "If you open it, you've bought it," are being replaced by signs which encourage the person to "browse freely."

Third, we must assist the student to find books which will fit his purpose for reading. If he is looking for a relaxing, smooth-reading, relatively uncomplicated book, *Dr. Zhivago* would probably not be such a wise choice. If he is looking for information about the bushmen of Africa, he should know that a book in novel form such as *The Harmless People* will most likely yield as much information about the topic as would a more somber-reading reference book. Essentially, it is important that we help the student to develop the capability to select materials in accordance with his individual abilities, interests, and needs.

Next, let us look at the sensitive reader. This reader is one who is atuned to the use and values of language. He reacts to the varied uses of the language, its words and phrases and its patterns and rhythms. This person is able to feel the difference the language produces in mystery stories such as an Agatha Christie or a Sherlock Holmes as opposed to the type of language found in a Mickey Spillane or Perry Mason mystery. He realizes that language is rather basic in creating the climate of the story and in producing a mental picture for the reader. The sensitivity is also exhibited by the fact that he realizes the tremendous impact which language holds. He is aware that its force is so great that it has often shaped the course of events in the history of man. It has not only preserved the learning of past civilizations and peoples but it also assists in shaping present ideas and, hence, in building foundations for the course of future events.

Critical reading is one of the most vital ingredients needed to produce the effective reader. Without this ability, the reader is unable to utilize

what is read. The critical reader is one who reacts to the material in that he makes decisions and judgments about it. He must be concerned with such things as the qualifications of the author to write on the topic; the authenticity of the factual information which is presented; the particular biases which were evidenced; and, according to recent revelations, the source of financial support for the writing and publication of the material.

This skill can be developed by such activities as having the student read two books on the same topic and compare the presentations and the background of the authors. It might also be helpful to examine four or five newspapers or news magazines which have the same news events recorded and have a class compare such things as the position of the article, the headline, style of presentation, number of facts included or deleted, the selection of words and their usage, and the amount of editorializing within the article. The student might also be given an assignment to write a news article on an incident which happened at school or in the community. This assignment usually serves as a successful technique for showing how easy it is for personal feelings and biases to creep into an objective appraisal of an event.

In our present society where we are constantly being bombarded with printed and visual stimuli, we are continuously having to make decisions on the basis of the printed material presented to us. Often we do not have the time or the perseverance to dig out the facts for ourselves. Every housewife is forced to make numerous decisions on the basis of what she has read or heard via advertisements. She decides what brand of detergent, what brand of soup, and even which refrigerator will best suit her family's needs.

Sometimes it is nearly impossible to read critically all the information presented, but at least we can make certain that the student becomes cognizant of the fact that most advertising is propaganda. We can point out the value of questioning what is written. The student needs to be exposed to exercises that will point out the need and value of reading critically in everyday living; too many view it merely as an academic exercise.

In the classroom the student should be led to evaluate the material presented in his textbook and that which he has obtained through supplemental reading. Here again reading is a part of every teacher's responsibility. Social studies provides an excellent area for fostering critical reading skills. In the sciences there are also many "facts" that are still being debated in the literature, and the student should be expected to apply critical reading skills when attacking this material.

Another factor necessary to have an effective reader is the develop-

ment of the ability to take the material which is read and after evaluating it critically, integrate the material into the total experience pattern to affect a behavior change. This is at the apex of reading skills. This skill and habit appear to be developed mainly through lively discussion of the books, articles, authors, and their ideas. A discussion provides the opportunity for the student to do something with what he has read. It provides the sounding board for refining the ideas gained and for obtaining the opinions of others as to the general acceptance of the concepts. It is the vehicle for crystalizing thinking. It might be noted that this point is built on the premise that the student has had complete freedom in his choice of material, within the context of the reading assignment, and in his discussion of what he considered to be the important and provoking parts of the material.

Now that the reader has developed many of the skills necessary for effective reading, it is necessary to turn attention to the program which must run concurrent with the skills program. That is the program which develops attitudes, desires, and reading habits. Unless the skills are developed in such a manner to enable the student to gain an appreciation and desire for reading, the chances are that he will rarely read on his own volition after he leaves secondary school. In fact, in a 1957 Gallup poll in response to the question, "Do you happen to be reading a book at the present time?" only seventeen percent answered "yes." Of this group fifty-seven percent were college graduates and nineteen percent were secondary school graduates.

When we ask the student what he is reading outside of school, his answer is usually, "Nothing." The above-average student usually gives the excuse of not having any time. However, with the less academic student it is usually a case of having no desire to read because of the frustration he has met in reading in school. He has been forced to read textbooks and materials which are beyond his level and he therefore has generally met with academic failure. The teacher must accept the reading level of the student and try to provide materials at that level. Too often the frustration can even be traced back to the reading teacher. In the eagerness to equip the student with necessary skills, the teacher has failed to give him a chance to get into appropriate books and actually experience the joy which comes from successfully reading interesting material. Many secondary reading classes are little more than skill shops; the student is so busy doing exercises, workbooks, etc., that he never gets a chance to real-

ize what reading is all about. Give the student a chance to be successful and perhaps he will be further stimulated in his reading. Allow him to develop a desire and interest in reading.

This desire and interest in reading are often a direct reflection of the attitude of the teacher toward reading. Thus while helping a student, the teacher must exhibit positive attitudes and habits of reading. Reading must be sold; we as teachers must be the enthusiastic salesmen. This promotion might be aided by reading parts of books to a class, referring to books in general class discussion, or by showing excitement about books and materials we ourselves have read.

Reading also needs to be made a habit. We must make the student feel that reading is just as natural as taking a bath. He should feel that the newspaper is to be served with breakfast and that reading a good book a few minutes before going to bed is an enjoyable way to relax in order to get to sleep. As teachers, we can set an example by having reading material with us most of the time. Let the student see us carrying the books we are currently reading.

If one is to acquire a habit of reading, materials must be readily accessible. We should see to it that the books in the library are as easy to check out as books are to purchase in the drug store. Desire or habit will not be fostered if it is a Herculean task to get to the library during the hours it is open. The library should be open for several hours after school and, ideally, it should be open during the evening as well.

As previously stated, all of these factors are the components which are necessary in the development of an effective lifetime reader. This reader is not the product of one specific set of skills; neither is he the result of one specific teacher. The effective reader is the result of a continuous and sustained pattern of reading development which is promoted and enhanced by the efforts of the total school community.

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CRITICAL AND CREATIVE READING IN THE SECONDARY SCHOOLS

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FROM THE MASS of professional reading which each of us does, occasionally one truly significant article emerges which summates the sense of what we are doing at a particular stage in our career. Such is my reaction to "Technology Is Knocking at the Schoolhouse Door" by Charles E. Silberman which appeared in the August 1966 issue of *Fortune (2)*. It has statements to make about the situation of education today which have deep significance for each of us as reading teachers. As a background for my remarks on critical and creative reading, permit me to synopsize a few of Silberman's remarks.

In discussing the immediate and future impact of technological progress on education, Silberman indicates a variety of matters which have immediate relevance to our daily tasks as teachers. We have barely scratched the surface of man's ability to learn, and there is reason to think that we may be on the verge of a quantum jump in man's creative use of intellect. The earlier conception of the school as a place where one accumulates facts is long since dead; and much of the knowledge today's students will need has not even been discovered and much of what is now being taught is or soon may be obsolete or irrelevant. He states, "What students need most, therefore, is not more information but greater depth of understanding and greater ability to apply that understanding to new situations as they arise" (p. 5). Quoting the late Alfred North Whitehead, he says that education must be "the acquisition of the art of the utilization of knowledge."

Silberman points out that the most important barrier to change is that the new curricula and many of the new teaching methods demand far more from teachers than they are in a position to deliver. While some teachers are willing to adopt new courses, many simply lack the mastery of subject matter and of approach that these courses require. He emphasizes that teaching is both a science and an art, and as a science it involves a repertory of techniques, procedures, and skills that can be systematically studied and described and consequently transmitted and improved. The great teacher adds creativity and inspiration to that basic repertory. In other words, the great teacher is the one who is able to grasp the moment,

to note what his students need, and to meet the daily individual differences—not the individual differences that are illustrated in the office forms, but the changes that transpire as a result of the very subculture in which our teenagers live; that is, the daily nuances of variation which make teaching not only a daily stimulation but a constant challenge.

In speaking of the "discovery" method which is so much a part of the modern scientific curricula, Silberman states that the danger involved—the danger involved in all teaching—is that students may fail to realize that there is more than one approach, more than one answer, and that the students may need to learn most that some questions have more than one answer, or no answer at all. He emphasizes that the true concept of instruction is not one in which the teacher does something *for* the students so much as what he does *to* them, the teacher creating an environment which students may manipulate for themselves.

He further stresses that the teacher must have a variety of approaches, a variety of programs, strategies, and modes of presentation to reach the student. The teacher must be able to select the most appropriate program for each student on the basis of that student's current knowledge, past performance, and personality. Finally and of greatest importance, the teacher must be able to modify the program for each student as both teacher and student progress in the understanding of the matter of the moment.

In one wonderful sentence, Silberman sums up what is the dominant weakness in most teaching today: " . . . youngsters too often display great skill in using words that describe words that describe words, with no real feel for, or image of, the concrete phenomenon itself" (p. 9).

As a conclusion to this summary and as a proper introduction to my own remarks, I quote a paragraph from the article:

> . . . transfer is more important than memory, and . . . the degree of transfer a student develops depends on how, as well as what, he was taught. For transfer involves a number of specific and distinct traits or skills. A person must be able to recognize when a problem is present. He must be able to arrange problems and patterns - to see that each problem is not entirely unique but has at least some elements in common with other problems he has solved in the past. He must have sufficient internal motivation to want to solve the problem and enough self-discipline to persist in the face of error. He must know how to ask questions and generate hypotheses, and how to use guessing in first approximations to home in on the answer. There is reason to think that these skills can be taught (p. 9).

Possibly my greatest contribution to you is to direct you to this article for thoughtful scrutiny. In essence, however, Silberman has posed for us a problem which all of us must ask and must answer in our daily work. Do we not expect far too little of our students, feed them far too much pablum, and fail to challenge them to the real extent of their abilities? Our sole obligation must be to develop in our students a self-reliance whereby they can function without our assistance. For this, the ability to read critically and to read creatively are essential. Only when the student is able to approach a reading task, to judge, appraise, and evaluate it against some norm within his own experience, and then to reshape this for relevant application to his daily life, only then will such independence be final.

Critical and creative reading

Emergence of critical and creative reading as distinct functions is fairly recent. Critical reading has long been recognized, categorized, and subskilled. Both critical reading and creative reading build on the basic reading skills. Although some experts tend to collapse critical and creative reading under a single label such as receptive or assimulative reading, most authorities recognize the additive qualities of these levels; that is, the virtual impossibility of attaining the higher levels of reading without mastery of reading entry through word identification and word meaning and literal, interpretive, and analytical reading of the content, all of which assume a thorough grasp of the author's intent in his writing. Whereas there has been a fair amount of research on critical reading, the research on creative reading is meager. Both, however, are founded on the assumption that reading is thinking and that critical and creative reading must be even more intimately related to critical and creative thinking.

Critical reading

Nila Banton Smith has incisively incorporated the complexity, the demands, and the purpose of critical reading when she says

> In critical reading we need to read with an attitude of inquiry, a desire to seek the truth and a will to search further if necessary. We need to evaluate, challenge, decide upon truthfulness, bias, authenticity. In critical reading the individual needs to react personally in agreeing or disagreeing with the author as a result of personal judgement based upon experience, facts gleaned from various sources, or possibly as a result of clear-cut reasoning (5).

Despite the fact that children have been exposed to what is commonly called critical reading from their earliest reading experiences, we can take little for granted regarding the ability of adolescents to read critically. We cannot assume that growth, proximity, exposure, general education, and development or mere gestures toward instilling critical reading habits will be effectual. Despite the lists of subskills under critical reading which can be found in most basal readers and manuals on the subject, no single unit will ever effectively develop an attitude of critical appraisal and evaluation in a student. Only a concerted and sustained program of alertness to such reading opportunities in every school, in every classroom, and by every teacher will effect it. Students themselves—we must be aware—cannot know their own attitudes, the prejudices, the passive response to the printed page, and other media which influence their reading and study and which are major sources of their ideas during their adolescent years. There is little in the background of the average secondary school student which will provide the normative background essential to form judgments and evaluate what is read or what is experienced. What is the experience background of most of our students: routine exposure to radio and television, the mores of their own culture, parents themselves undeveloped critically, or parents not tuned in to the needs of youth; none of this will develop the ideas, the judgment, or the balance prerequisite for intelligent discussion or evaluation.

Creative reading

As critical reading has long been discussed and substantially practiced in reading instruction in the schools, creative reading is a relatively new "house" of our chambered nautilus. Accepting that the elementary and the middle grades are years of developing the basic skills, critical reading is an extension of this, an effort to make the student more keenly involved with his reading. Creative reading must be, therefore, a natural outgrowth of the demands of modern reading tasks. As such, it more closely approaches reading as an art rather than as a skill, the fulfillment and appreciation which we see as the end product of whatever we are teaching.

Research on creative reading is meager; discussion of it is highly idealistic. Some studies in recent years have attempted to look into how students tend to react, to apply, and to use what they have read. Most of this work has been done, not in the field of reading but in the field of creative thinking by such investigators as Getzels, Jackson, and Paul Torrance. These investigators note that the creative reader has a constant inquiring attitude toward what he reads and that new ideas tend to become a focus

for vivid concrete images and feeling reactions. This type of reader flourishes where opportunities for learning in creative ways abound; where the classroom environment is one which encourages the freedom to experiment, to discuss, and to question; where just dallying with ideas is encouraged; and where learning is an exciting, if sometimes a leisurely, pursuit.

It is evident that not all, perhaps only a few, students are able to reach this epitome of reading. Certainly many of our students are not even capable of discrete critical reading. Critical and creative reading are refinements which most students, that is the average of our readers, cannot achieve as an enduring habit. Few students have the natural alertness and motivation which, even if coupled to a dynamic learning situation, will induce constant lively interaction with what is read. But I contend that this is the challenge most of our students need—terminal students, if they are to be effective and intelligent citizens, and the college-bound, if they are to enjoy and profit from the variety of reading-learning challenges they will face. Nor will all students achieve this to the same degree. With some—perhaps most—we should be content if they achieve a basic understanding of text or story. Nonetheless, many of our students are waiting to be "turned on" so that reading may become an exciting, personal, and applicable experience. And adolescence must be the time to do it. Dwight Burton claims that children are reading at their peak at about the 7th grade; thereafter, they will never read as much or as effectively as they do at this time. The interests and distractions of their age will lead them progressively further away from reading. Perhaps the only way to counteract this trend is by developing in our students an intense awareness of their own possibilities and by equipping them with the tools with which, first, to enter and, then, to delve critically into the total significance of what they read. Then, understanding what they have read, judging, and appraising, they may be in a position to apply, to use, and to bring this relevantly, immediately, and creatively into their daily lives.

Some practical considerations

Lists of subskills and the seven tedious rules of propaganda analysis have been exploited for years in our manuals and textbooks with little effect. Critical and creative reading will never be developed from sporadic units or uniskilled exercises. A disposition toward the kind of reading we are here discussing will come only from a pervading consciousness within the classroom on the part of a responsible and alert teacher who is constantly attempting to enrich the student's reading, to make author, book, and content come alive—to be really meaningful, not only during a class

period, day, or grading period but in the daily and continuing lives of the students. Frankly, I am bewildered by present attempts to develop these higher reading skills. Just how can one do it? One at a time—or sequentially? Should they be portioned out and selections found to fit each one of them? All too often, texts and workbooks fragmentize the skills and confuse both teachers and students by presenting too many different skills to teach and learn. Rather than sporadic efforts, they must be the concern of every teacher, every class—the teacher alert to the material, levels, and needs of the students and their backgrounds while attempting to reinforce and reemphasize with every opportunity to lead their reading-thinking along more challenging paths.

Most authorities on the subject of critical and creative reading agree that the best approach toward development of these skills, particularly with the secondary school reader, is through questioning and a habit of inquiry. The questioning is of two kinds. First, those questions posed by the teacher which lead the student more readily into his reading and which establish his *purpose* for reading. Second, the questions that the students themselves develop in an atmosphere of freedom, of natural and unbridled curiosity whereby they are encouraged to speculate and to investigate curiously the ramifications and the intent of the ideas which come to them through their reading. This latter, of course, is the inquiry process at work.

There is neither time nor need at this moment to examine either of these ideas exhaustively. Neither is new or startling, and both have been studied, explicated, and illustrated in the literature. I would, however, recommend to your attention *Classroom Questions* by Norris M. Sanders (New York: Harper and Row, 1966) if you are disposed to improve the quality of your own questioning. Based on Bloom's *Taxonomy of Educational Objectives*, Sanders seeks to move questioning hierarchically from the basic and over-used level of "recall of specific facts, principles, classifications and categories" toward the more demanding areas of analysis, application, and evaluation.

My work the past several years has taken me into hundreds of secondary classrooms, both public and parochial. I have had the opportunity of observing the range of teaching from the banal and boring to the dynamic and exciting. At one extreme, there are the teachers, fortunately very few, who are still strangled by adherence to the textbook, unimaginatively relying on the text for any and all questions used. On the other hand, most

teachers have eagerly accepted the stimulation afforded by the newcurriculum and the abundance of new materials which provide basis for discusion and inquiry.

All of you are aware of what has happened in the secondary school curriculum. Beginning with the revamping of physics (PSSC) by the Zacharias, all of the sciences have redirected their approach to subject matter and to student. The traditional rhetoric of conclusions which stressed science as a complete set of fixed, unalterable truths has been abandoned in favor of radical new patterns of investigation which admit uncertainty and incompleteness, establish a narrative of inquiry, and force the students to search, hypothesize, and question. The social sciences, too, have moved toward greater student autonomy, learning by discovery the challenge of thinking and creativity. As we realize, the social studies teacher has a unique role in developing a critical reading posture. As Simmons points out, the social studies teacher must ironically lead his students to a certain contempt for the printed page to distinguish fact from opinion to evaluate and compare opposing viewpoints on a single issue (4).

And every subject matter permits the same opportunities to the alert teacher. Modern math, for example, is highly verbal, demanding in its reading tasks, and requiring guidance to understand the concepts and to translate symbols. I recall my distress on visiting a ninth grade mathematics class recently. A student expressed his difficulty in grasping for exact nature of a verbal problem. While acknowledging that "Indeed, that is difficult and demands clear logical thinking," the teacher then proceeded to elaborate the thinking-reading process himself rather than leading the student to personal discovery through adroit and searching questions.

The good English teacher has always exploited the opportunities of literature—poetry, drama, nonfiction—to excite discussion and speculation on the part of students. Examining a poem leisurely in depth, the teacher may guide the students in his questions to peel off layer upon layer of meaning to that point where they may judge, evaluate, and relate the ideas creatively to their own experience. As Daiches has pointed out, the reading of literature should always be a springboard to broader issues of life, humanity, human relations itself, "the road to general knowledge," (1) and as such is the very stuff of creative reading. The reading of Shakespeare, for example, provides the historical background, the language and imagery, the theatrical conditions which are both instructional and inquiry opportunities, and the free reign to the student's imagination and zest for discovery.

Regrettably, formalized reading instruction in the secondary school lags behind the content areas in developing critical and creative reading. The reading teacher who spends her time manipulating machinery and manuals can hardly undertake the intensive work which development of critical and creative reading require. An occasional student, an occasional period of time, perhaps spent on critical reading exercises, may shape a problem or focus a need but can hardly establish the disposition and habit necessary for a constant posture of critical reading. The content teacher is better situated, both from the point of view of time and materials, to promote creative as well as critical reading. I am still convinced that a qualified reading person could best serve as a consultant to the content teacher, observing the flow of a lesson; highlighting for a teacher the opportunities for questioning, discussion, and inquiry; and giving demonstration lessons with the student's own books to open up new teaching and learning vistas for teachers and students.

More than twenty years ago, Edgar Dale beautifully simplified the total task of reading from the basic to the most complex, from the literal to the creative. His three steps, as true today as then, are 1) *reading the lines*, the job of getting the simplest sense of what the writer says; 2) *reading between the lines*, discovering what the author meant to say, which is critical reading; and 3) *reading beyond the lines*, judging and interpreting what is read in light of one's own problems, one's own experiences—a task which is creative reading. All of this, he recommends, can be accomplished through questioning and questioning attitudes *(2)*.

These, every teacher can and must do, particularly if he is to stretch the students' capabilities, make the kinds of demands which modern reading exacts, and initiate the self-dependence which is his sole responsibility as a teacher.

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THE DEVELOPMENT OF LIFETIME READING HABITS FOR COLLEGE STUDENTS

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DEVELOPMENT OF LIFETIME reading habits cannot be localized to one specific segment of an individual's life. These habits begin to develop at birth and probably continue development until death. The period of intellectual development during college is important to the individual as a total being: the college years should be a time when individuals critically explore themselves and their relationship to society. One of the primary vehicles for such an exploration process is reading; therefore, even though reading habits cannot be initially developed at the college level, they must be nurtured. College is probably the last formal opportunity that many individuals will have to change their reading attitudes and behaviors. Before habits can be firmly established, attitudes must be shaped and reading behavior streamlined to meet the challenges of our changing society.

Assuming that the previous statements are valid, the purposes of this paper are 1) to define lifetime reading habits and 2) to explore some methods for nurturing these habits on the college campus.

Lifetime reading habits

Lifetime reading habits are the utilitarian and recreational use of reading throughout an individual's total life, with emphasis being placed upon the idea that these habits must play a dual role. The individual who reads for the sake of knowledge alone or the individual who gears his reading to the recreational aspect of his life, in the opinion of the writer, has not developed lifetime reading habits. With this concept in mind, exploration of methods for nurturing these habits can be discussed. As these methods are discussed, one should bear in mind that lifetime reading habits are intrinsically motivated by successful reading experiences.

Improvement of reading habits on the college level generally can be looked at from two points of view. First, reading habits can be enhanced by the academic environment of the campus. If the campus is conducive to inquiring thought and the academic staff is competent and intellectually

free with their students, a general need and desire to read can develop. Hopefully, this atmosphere would exist on every campus, but unfortunately this is not the case; therefore, the individual who teaches or directs the college reading program must assume major responsibility for creating an atmosphere conducive to the enhancement of lifetime reading habits. To do this adequately he must be knowledgeable in the areas of reading, psychology, sociology, and counseling.

Reading skills

Three reading skills that seem to precede lifetime reading habits are critical reading, reading flexibility, and context vocabulary development. Students at the college level have probably been exposed to these three skills and at various times have utilized them in their reading. One of the most realistic methods of changing reading habits appears to be through the development and nurturance of these skills. The reader who is capable of effectively utilizing reading as a tool for his intellectual growth is more likely to develop an intrinsic delight in his reading.

Critical reading

Critical reading requires a contribution by both the author and the reader. Generally, an interplay of this type will result in a new or greater understanding by the reader.

The college student must be aware that critical reading requires a variety of reactions, with one of the most important reactions being his ability to understand what is being communicated. To evaluate the author's purpose, accuracy, or implications, the reader must be able to identify facts. The critical reader must examine his source and determine the reliability, accuracy, and competence of the author. In addition, the critical reader will learn to identify the author's obvious and hidden assumptions and purposes. He will attempt to distinguish between material representing an opinion and that material backed by facts (*4*).

These judgments and reactions, generally described as the tools for critical thinking, produce the background for the skill of critical reading. When the reader is able to incorporate this skill into his reading, he is no longer controlled by the author, but he then is able to adapt what he reads for his own intelligent purposes.

This skill is not acquired overnight and often is not taught as a part of the regular classroom experience. In many colleges, the only formal exposure a student receives regarding the development of the critical reading skills is in the college reading course; therefore, college reading teachers

should make this training an integral part of their total reading program. Without this skill, the chances of developing lifetime reading habits are lessened.

Reading flexibility

Most reading experts describe flexible reading as a vital characteristic of "good reading," and the most accepted definition of flexible reading is the varying of reading rate to suit the purposes of the reader. At this point, the reading process has been explored, but now a look needs to be taken at the reader. How does one know that the reader can and will adjust his rate? Studies indicate that the reader is quite habitual, that he continues to use the same reading approach after he has been alerted to the cues that should stimulate flexibility (*2*).

The key word for successful flexibility is comprehension. The reader should be able to identify the level of comprehension necessary for successful reading to take place. Once he has settled on the level of comprehension, then he can adjust his rate. Optimal reading flexibility is the condition that exists when the reader can accomplish his reading task with a minimum amount of time and the least expenditure of physiological and psychological effort. Therefore, the two primary questions the flexible reader should ask are 1) How much time do I have? and 2) What type of comprehension is necessary? Once he has answered these questions he is in a position to select his reading rate (*2*).

Careful and Intensive Rate. This type of reading is usually very slow and produces a high level of comprehension.

Usual or Casual Rate. Under these reading conditions the reader is usually comfortable and does not feel a high level of physical or emotional pressure.

Accelerated Rate. Usually accelerated reading causes the percentage of comprehension to drop. The reader usually feels physically uncomfortable under this condition.

Selective Rate. This type of reading is generally called skimming and puts pressure on the reader regarding his selection of what is important.

To be capable of utilizing reading flexibility the reader must be flexible in both the physical and intellectual processes of reading. The majority of reading classes at the college level and below are not successfully teaching flexibility. The primary reasons are that at no stage in the student's educational development is sufficient stress placed on this activity and that although students are shown the need for flexibility, they are not taught

how to think flexibly. Students who are learning to read in a flexible manner are developing these skills on their own.

Vocabulary

Vocabulary is an integral part of the reading process; therefore, logically, vocabulary improvement should be in the context that reading supplies. Vocabulary development many times has been stifled because of the teaching methodology. The idea of vocabulary list and memorization of words must be ceased. Before a word can belong to the user, he must feel comfortable with the word both orally and written. This plateau can be reached when the individual is allowed the freedom to explore and experiment with various words through the reading process.

Counseling

Another reason college students may not change their reading habits is because of an incongruent self-concept. During the college years, many young men and women spend varying amounts of their energy finding themselves. During this period, it is very difficult for them to concern themselves with the development of lifetime reading habits. By the time they have worked through their self-concept crises, generally speaking, they are either college dropouts or are sophisticated upper classmen who cannot bother themselves with the trivia of the college reading program.

The counseling process can be utilized effectively to assist students in their development of a congruent self-concept. The idea of providing individual and group counseling for new college students can play a major role in enhancing the development of lifetime reading habits. Counseling as an integral part of the college reading program could help many college students understand and accept themselves. With this understanding and acceptance behind them, students would be in a better position to generate their energies toward reading improvement.

Summary

Even though there is no definite way to insure lifetime reading habits, there are certain skills that can be developed and improved that will nurture these habits: critical reading, vocabulary development, and reading flexibility. These skills coupled with the counseling process are probably the most effective tools available to the college reading teacher.

The most important factor regarding lifetime reading habits is the cause-effect relationship attitudes and behavior. The most effective read-

ing behavior cannot guarantee lifetime reading habits nor can the most positive attitudes without the reading skills. The college reading teacher must take into consideration both outward and intrinsic attitudes when nurturing lifetime reading habits.

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LIFETIME READING HABITS

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THE ELUSIVE NATURE of knowledge about reading habits of adults is both a challenge and a frustration. The approach to inquiry about this characteristic of the citizens of a literate nation can be as unique as the individual habits of any one reader or of any one nonreader, as the case may be.

With "lifetime" as a modifier for the theme of this paper, a natural beginning point for investigation is early childhood. Thereafter, the life segments fall into obvious chronological clusters determined by growth, development, luck, and the society in which one lives. With apologies for oversimplification of grouping, I have chosen to consider reading habits to be clustered around five "sets." My point of view will be forward looking, with some backward glances added for documentation.

The highchair set

The sound of language, the pleasure of hearing one's own voice, the evoking of visual images, and the feeling of the nearness of a fond adult and of an attractive book enter the world of a child even before he can talk. He may be lucky. If he is, his parents will introduce him to the rhymes of Mother Goose:

One misty, moisty morning,
When cloudy was the weather,
I chanced to meet an old man clothed all in leather.
He began to compliment, and I began to grin.
How do you do, and how do you do?
And how do you do again?

On the page opposite the rhyme is an illustration of the old man inside a leather shoe, all but his head, arms, and legs; and he is walking along with a stick in his hand and a smile on his face.

Rain, rain
Go away,
Come again
April day:
Little Johnny
Wants to play.

This time the memorable parts are the simplicity of sound and thought, the rain, and the waiting. More pleasure with words but less grasping of meaning comes from

Hark, hark! the dogs do bark,
The beggars are coming to town;
Some in rags, and some in tags,
And some in velvet gowns.

Somewhere here among the nursery verses told on the knee of an indulging father a lifetime reading habit may have begun.

The results of 1952 survey (*3*) of forty-five school districts over the country seemed at first glance to place that kind of parent responsibility in a rank of fifth after education of parents relative to growth and learning factors of their children, provision of appropriate real and vicarious background experiences, home care for psychological factors affecting learning, school suggestions for home instruction in reading, the parent responsibility mentioned, and suggestions for provision of attractive home-book environment. While apparently only eleven percent of the respondents considered "book environment in the home" of primary concern, a closer look at the meaning of the responses reveals that books are present in an additional forty-five percent. More recent informal data confirm the hunch previously mentioned, that good literature in proximity with family is a crucial element in a favorable beginning for a life-long reading habit.

Together with social class, early awareness of a person engendering a love of books was a social variable significantly associated with the frequency of book use among a group of British college students (*9*), and these were the only two of a number of social variables significantly related to reading and book use.

While parents contribute enormously to the early nurturing of the reading habit, the charge to publishers for the production of books for children's enjoyment must be equally urgent. To help parents of all children to bring these books into the home is a need of our time. At the point of meeting of home and school, the educators call upon parents for the most productive and appropriate kinds of help. Fortunately, the public library becomes the foster book-home for countless children and the school library and classroom another source for countless others.

The grade school set

Reading habits begun in the highchair grow rapidly during the elementary school years. Here the teacher and the teaching make a real and clear difference. To acquire the reading skills that "free" the child to read is the right of every pupil. To have teachers who know how to teach reading but who also know the children they teach, to have teachers who know how to counsel and also who know children's books, these are the greatest assets of the grade-school set. Although thousands go into junior high school with less than fourth grade reading ability, most children learn to read in the elementary school, and hundreds of thousands excel in the ability.

But, will the child who has some time on hand choose to read a book? The enjoyment of books within the school program needs more attention than it seems now to receive. The standard book report is honored in the elementary school by nothing but time. The innovation of analysis of literary form as a study of structure of literature is too new, and questionable, to honor at all as a means toward book enjoyment as the beginning of a life-long pleasure.

Wise parents, good teachers, alert librarians, discerning publishers (all hopefully avid readers themselves), and attractive publisher outlets in bookstores and department stores are partners in concern for the problem of channeling the *ability* to read toward the *desire* to read independently.

The teenage set

Developing maturity is the goal of the teenager. Placing reading inside the maturity pattern is our present objective, though the competition for space is a scramble. A Minnesota study (*4*) of 1,900 students in the seventh, eighth, and ninth grades of the Bloomington schools disclosed some interesting data concerning selected factors involved in the lives of avid and reluctant readers. These were the young persons who constituted the 15 percent who reported to have read ten or more books in the preceding six months and the 15 percent who had read only three of fewer books. The members of the avid and reluctant reader groups shared the following general characteristics: educational patterns were similar; they chose similar favorite school subjects; nearly all planned to be graduated from high school; the majority planned to study beyond high school; most of the homes had three or more radios; and the students enjoyed listening to the same radio station, going to the same movies, and viewing the same TV programs.

The significant differences between the groups were represented as follows: The avid readers presented an interesting composite profile in which they showed a higher percentage of parents with advanced education; the students belonged to more organizations; they were less handicapped by poor reading skills; more of them had rooms of their own and more had radios of their own; the homes contained more books, magazines, newspapers, and television sets.

The reluctant readers came from larger families, and reading activities ranked behind social activities and TV viewing: More were handicapped by poor reading and more found study conditions noisy; more time was spent on TV, and choices of programs tended more toward "monster" shows than did those of others; their profile pictured expected differences in number of books in the home, choosing books for spare-time activity, and using the library.

Although the two groups were similar in many characteristics that mark the teenagers of today, the differences stood out in contrast. Whether the factors selected truly affected reading cannot be determined from this study. That they were present in the environment in which reading occurs we have observed, and we are reasonably sure that these teenagers were similar to thousands of others who live in sprawling suburbia.

Maybe John Igo (5) is right in his article in *School Library Journal* for April 1967, entitled "Books for the New Breed," when he says that young adult literature no longer exists except in fall advertising and displays designed to catch the unwary librarians who want to do the right thing. He implies that young people now go directly from Disney to Henry Miller!

The post-teen set

Somewhere in the senior high school and in college something blots out the sometimes weak habits of leisure reading and all but obscures the strong habits of reading. Something affected the population sufficiently to take 25,000,000 of them out of school before they had completed the eighth grade, and dropouts are known to be reluctant if not poor readers.

On the other hand, one may consider the "non-dropouts." A college sample of 343 students, of whom ninety percent were women and eighty-eight percent were elementary education majors, listed as a part of a study (5) any unassigned books read in the past six months. The median number read was 2.5 books!

Questioned in another study (1) of non-dropouts were 640 college freshmen. After approximately a year of college experience these freshmen gave evidence of poorer study habits and more negative attitudes

toward school than they had displayed before entering college. Other studies of similar groups reflect that some apparently successful college students resist reading as much as possible. Maybe assignments fill all reading channels. Perhaps trade books are not popularly featured and therefore easy to find.

A close look at the book-buying habits in New York City, Washington, and San Francisco was conducted by Richard Brown (*2*) of *Book Week* in 1964. These three cities contained 11 percent of the population of the country, 16 percent of the college graduates, 18 percent of the families with incomes in excess of $10,000 and 21 percent of the nation's bookstores excluding department store bookstores and school or college bookstores. The investigator learned that the persons who make up the book-buying public are concentrated. Nine percent of the persons accounted for 54 percent of the books bought. On any given month no titles dominated the finding for the 5,925 persons interviewed; an average of 260 different titles was reported each month. Hard cover and paperback sales ran almost even. Surprisingly, the percentage of men and women buyers was about equal. This study confirmed the assumptions that the incidence of book buying directly correlates with income, education, and "age of acquisition" which was quoted as 18 to 34. The age level of buyers dwindled from the 18 to 34 group, which constituted 53 percent of the buyer population, to the age 50-plus group which represented only 24 percent of the buyers during the six-month period studied. Of course, we all know that book-buying is not synonymous with book-reading.

The mature set

Many of the young adults are homemakers. They are stocking their bookshelves and building reading environments for their own highchair set; and the cycle begins again, but not for nearly all. Very few adults were buying and reading when Elmo Roper (*7*) a few years ago shocked the country. He reported that a research organization inquired of a nationwide cross section of people how long it had been since they had read any book at all that they were not required to read for school or their work. Only 18 percent were currently reading books, and less than one third even claimed to have done any voluntary book reading during the preceding month.

The reading images reflected in this paper began on a cheerful note with meter and rhyme for the youngest ones; the picture left at the closing tells a story about the declining reading habits of adults. Perhaps the maturing reader does not choose to become "involved" in the act of losing

himself inside a book. If he chooses to become involved, he may not care to take time enough to join the theme over a sufficiently long period to give the author a fair chance. Or, perhaps, you believe with Marshall McLuhan (*6*) that he cannot become involved because of the nature of the act of reading which is completely lacking in the ability that TV has to involve one.

For those who are trying to learn why reading as a lifetime habit may become less and less compelling for the majority of our citizens there is challenge enough, researchers in good supply, skill and machines available, and an open field for study!

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APPENDIX A

Appendixes A and B constitute the report given by the committee which collected ideas from individual teachers in regard to the development of lifetime reading habits (see Appendix C). There is much value in these appendixes because teachers are quoted directly, and thus the reader may be assured of the practicability of ideas—at least under the circumstances experienced by each teacher.
The members of the IRA committee were Helen Painter, Evelyn Llewellyn, Laurel Boetto, Helen Huus, and Mary C. Austin, chairman.—Mildred A. Dawson

IDEAS FOR DEVELOPING LIFETIME READING HABITS IN THE PRIMARY GRADES

THE PRIMARY GRADE teacher has a monumental task in the promotion of lifetime reading habits. She has the responsibility of teaching the students the basic developmental reading skills which will lay the foundation for their entire school career and adult life. She must develop positive, favorable attitudes toward the reading act and the printed word, for the pleasure involved as well as the purpose of practicability. It is essential that she nurture eagerness and excitement of reading and instill them in her students.

- Creating an interest in reading can start long before the printed word can be read by the child.
  It is the purpose of this guide to suggest practices which have been utilized in the classroom by teachers and other professionals in the reading field. These activities are not those that will become effective overnight and show immediate results. They are mainly teacher initiated but require student participation with the ultimate goal of making reading a habit and a part of each child's daily living.

Provoking an interest

- Young children are imitators. They quickly learn to adopt the habits of their teachers. For this reason, I make it a practice to be frequently caught reading a current best seller or a newly arrived classroom book. The children thus get to see a teacher who is enjoying reading and who likes to read . . . The fact that reading is a wonderful pastime needs to be more clearly demonstrated to children.

- I've tried to make love of good books the central theme in my classroom. I've not forced the issue but have talked about beautiful books, authors, illustrators, poets, and poetry; and I take every opportunity I have to share a book.

- The elementary teacher has a serious obligation and an enjoyable privilege in fostering the desire to read through the medium of listening. Reading to my second graders is a daily practice. I have yet to see the rugged individualist who can resist losing himself in a carefully chosen story or listen without bright eyes to an informative book geared to his level. A by-product of listening is an awareness of expression and less reluctance to achieve good expression.

- I read to my children each day and let them see that I enjoy the story, too. When we talk about the book, I try to have interesting details about the author to share with the children. Books and reading become personal to learners when they know something about the author of the book, how the book came about, or why it was written.

- The book itself becomes an object of comment. Its size, the illustrations, the copyright and dedication all are part of the understanding of the book . . . If it is an old story, some of the history of its reprinting and translations are told.

- I find that a few lines of poetry, properly placed, are often an effective way of presenting an idea or provoking interest. One afternoon the smoke from a bonfire drifted into our room, and across the street we could see the burning leaves. This was the time for "All up the valley and all down the vale; from the autumn bonfires see the smoke trail." . . . if a child is forgetful about shutting the cupboards or doors, a few words about Godfrey Gordon Gustavus Gore are more effective than is a sharp word. Of course, this method

means that there is no time to look in a book and it demands a knowledge of some poetry; but I find that the practice enhances itself, in that it leads to further interest and knowledge on my part as well as that of the children.

- Some of the rarest moments of rapport and the most meaningful flashes of insight have come during our read-aloud sessions in the classroom. With the children stretched out comfortably on the floor, without the aid of gimmicks or elaborate stage sets, we've departed from our surburban schoolroom surrounded by supermarkets and shopping centers and set out for faraway places and the companionship of Mole and Rat, of Stuart Little; we've suffered the loneliness of Crow Boy and the Girl With the Hundred Dresses and felt a delicious shivery joy over the Moon Jumpers and other mood books. How we chuckled over the Man Who Sang the Sillies. We were so inspired by the delicate thoughts of Hilda Conkling that my seven-year-olds sat right down to print their thoughts and preserve them for posterity.

- Stirred by the bravery of a William Tell who saved the Swiss people from a greedy government, the children grasped the larger concept of courage—namely, being able to stand alone for what you believe to be right.

- Children respond to greatness. The thoughts and ideals of their peers, be they human or book characters, cannot help but shape the course of action that children take.

- Despite the kaleidoscope of pressures impinging on every modern classroom, taking time to read and share together in the common experiences of human beings does more than all the lectures on good citizenship and character building can ever hope to accomplish. Nobody likes to be preached at, but children are quick to grasp the most subtle implications woven into a well-written story by a gifted author. Taking time to read together is time well spent.

Reading to the class affords the teacher the opportunity to introduce the students to a variety of authors and literature and to information sources; it can also be a springboard to class discussions. With their interests aroused, children can be encouraged and guided to read on their own and develop literary taste.

- Reading fairy tales of different versions can become highly stimulating to little first graders. To hear the story of *Henry Penny* with different endings (some sad—some happy) and with different characters (Goosey Loosey, Goosey Poosey, Chicken Little, and no baby chicken) is conducive to imaginative thinking.

- I try to find well-written, entertaining children's books to fit all the major occasions or events of the school year. These books are part of my personal library. I use these "fun" books on and around such occasions as Thanksgiving, the presidents' birthdays in February, and St. Patrick's Day. I read them to increase a child's understanding of an event or to increase his curiosity in the figure or holiday involved. Usually ten minutes of reading and listening leads to another five minutes of talking about the story, which in turn leads to their doing a little exploration too. I find that children this year have responded by bringing in their own books about different subjects. This is the intention of my reading. I share, and then they share.

The classroom and its atmosphere

- Children will read if reading has meaning to them. In beginning reading, items around the classroom are labeled. Reading is introduced in sentence form and the children have to respond by doing what it says. Sentences that may be used are Sit down; Come here; Can you do this? Come and jump. Later on, signs tell about things we will do in the classroom. "We will have music." "We will work." "We will read." "We will go to lunch." Instead of the teacher saying these things, children have to read. Their attention is easier to get than by talking.
- We have arranged our classroom and organized our activities to invite quiet reading. We, as teachers must provide children time for quiet reading.
- To encourage a relaxed atmosphere, I brought a remnant of soft cotton carpeting to my room. It was placed in a corner of the room by our bookshelves. It was large enough for three or four youngsters. The idea caught on immediately. Some just sat; some propped themselves against the wall; some even stretched out on their tummies. I tried to get books easy enough for each level of high interest, putting in a few new copies each week.

Appropriate reading materials

With the classroom arranged for relaxation and comfort to invite reading, it is necessary to provide a variety of reading matter and to refresh and replenish the supply often.

- To try to promote reading on first grade level I supply the children with many, many books which they can read and understand. These include primers, preprimers, and first readers from the school library, bookmobile, and my own family library.

- What better way to implement and foster an interest in reading than to provide many opportunities for children to have access to colorful supplementary books for leisure reading, group discussions, and personal pleasure. In our primary class, we use paperbacks, hardbacks, newspaper articles, weather news, magazines—just any kind of extra reading besides our basal reading texts that we can find. Reading is motivated through their own world of literature. Here in our room, reading becomes a habit, for I know that skill in reading comes as a result of reading, not teaching.

- One of the most rewarding experiences I've had is searching every niche and corner to find books for the children in the third grade. Through searching, asking, begging, ordering, and then just for a short time talking at different intervals about where we found different books, these youngsters became aware of other places where books could be found. Through this, many interests have been broadened and explored.

- Good magazines can be used as supplementary reading material in the classroom. Being a subscriber to *Life* and *National Geographic* magazines, I have placed these on our reading table. Although many of the articles are too advanced reading for some third graders, there are some articles on science and social studies that several members of the class can read and interpret with a little help from me. Children enjoy finding interesting articles they can read and share with the other members of the class. This activity stimulates interest throughout the whole class and, I believe, will contribute to forming reading habits.

Attention-getters

Regardless of the quantity or quality of the reading material available, often a gimmick or trick will stimulate a child to read.

- My first graders eagerly come into the room each morning to see if the "Note for the Day" has been written to them. Reading becomes personal and fun when the students read these little messages from their teachers.

- I have found that posting little messages daily promotes interest in reading. The message may require research on the part of the children or they may be notices announcing a new book on the reading table. Everyone is eager to be the lucky finder.

- To give "a sprinkle of ginger" and interest for our special reading program I print and place one or two riddles on the door (sometimes a joke, too). These attention-getters attract pupils of all abilities, the teachers, and other school personnel at our elementary school. Whoever gets the answer (sometimes one pupil, sometimes two) has his name mounted with the answer under a folded piece of paper. Able readers are surprised when less able readers get answers that are baffling.

- "Where did they come from?" This caption above pictures enlarged and colored as nearly as possible to look like ones in interesting books leads children to start looking. Soon they begin to find these pictures and answer your question with,"Did you know 'that picture' is in this book?" Here is the opportunity for the teacher to ask questions that will create a desire in the child to want to read the book.

- In my first grade class, I have promoted reading through a bookworm with new book jackets, which are changed weekly. These new books are introduced to the class with a short synopsis and put on the library table. My children then choose one of these books to read to me in the afternoon reading session.

- In order to introduce the children to the role that illustrators and their illustrations play in children's literature, I prepared a display

centered around one author-illustrator. The background was a poster depicting some of the characters from his books. Copies of his books, including one which I had previously read to the children, surrounded the poster. After discussing the meaning of the words *illustration* and *illustrator*, we looked at the pictures in several books. The children agreed that pictures attract their attention to books and help to tell the story. I then read another of the illustrator's books to them. My purpose was to acquaint the children with one particular author-illustrator in hope that they would be stimulated to read some of his other books. How right I was! The books disappeared rapidly, returned, and soon were gone again.

Detective game

The teacher, in her presentation of stories, can incite interest and the desire to read.

- Children can play a "detective" game with the books by Berta and Elmer Hader. Before reading *The Big Show*, I showed them the sketches of the authors in the front of the book. Then while I read, they were to watch for any other pictures of the authors. Many children spotted the sketches immediately. I explained that these authors frequently included self-portraits and provided other selections by the Haders for the children to peruse. While looking for the "hidden" portraits, the children read many of the books and also gained some appreciation for the work of these authors.

Emphasizing reading for meaning

Of paramount importance is that the purpose of reading be for meaning. As the teacher guides her students in the development of literary taste, in her evaluation of reading progress, and in her correction of reading deficiencies, she must also emphasize meaning.

- When beginning readers are delayed in learning that we "read for meaning," the result could be ineffective life-time reading habits. Most teachers attempt to develop this understanding by using the so-called "read-for-meaning" teaching activities. One such activity is the use of "enrichment experiences," such as field trips, films, pet displays, etc., which precede the reading of a story. Second, many teachers precede group oral reading with silent reading and questions about the content of the story—the inference being that this will cause the children to read for meaning. Third, supplementary

pleasure reading books are made available so that children can have independent interest reading experiences in order to see that reading is more than just calling out words. These activities can be used more effectively by clarifying in the minds of the children an understanding of *why* these activities are being used. This task would require, first, that *teachers* should be given opportunities to discuss their own understandings of the *why's*.

Involving the students

As the primary grade children become more proficient in their reading skills and have a wider sight vocabulary, the degree of participation in reading activities should increase. *Doing* by children should be accentuated, both in group and individual situations.

Audiovisual devices

- In one first year room, we have equipped a regular work table with twelve sets of earphones. The teacher has taped many stories. At times, each child follows in a book as he listens to the tape; sometimes he just listens. Some of the stories are followed with minimal assignments, such as, "What did you like about the story?"; "draw a picture telling what you liked best about the story," and other similar directives. The school is in an impoverished area so we are using this technique to develop an acquaintance with the nursery rhymes, fairy tales, and folklore to stimulate enjoyment in reading as well as develop a desire to read.

- We use one area of the reading corner for children to view a filmstrip through an electric viewer. The filmstrip theme follows some phase in our reading program. Any new names or words on the filmstrip that would hinder reading are discussed with the class as a whole. A few pointers or questions are written on the board to encourage them to read and find. Before we put a new filmstrip in, we have a brief class recall of what we aimed to find on the filmstrip, and children enjoy telling what they found out.

Reading aloud by the students

- As soon as my first graders have mastered one or two pre-primers, I begin with free reading time. On a book shelf I have placed many turns reading to the class a part of the book they have read. I try to stop each child at an interesting part and ask a question that will

encourage another child to get the book to read next. The children only read when they are ready. There is no pressure put upon anyone to read. Most begin by reading once a week, but soon interest is such that many have a new book every day. As the reading level progresses, I add more difficult books to the shelf.

- A time is set aside every day for a child to read to the class. This practice develops each year as children bring books to show the class. The child is *asked* if he would like to read it to the class. As more and more children wish to read to the class, it becomes necessary to provide some sort of record who is to read the next day. I write a heading on the chalkboard and the child writes his name under it when he has a book he wants to share. The child reads on the day that his name heads the list.

- We are from a culturally deprived area, and many of our children never see a newspaper, let alone a reading book in the home. Parents don't read, so I must be that someone they relate to. I read to them: they share with me stories read, and we read, read, read. We take turns during story time to be teacher. Some child always has the opportunity to come and read a chosen book before the group. They do this with eagerness and pride.

Independent reading

Reading is personal, and in order for it to become a habit, there must be ample opportunities for the student to read independently. Self-selection of books should be encouraged, although the teacher should be available to advise, recommend, and choose, if requested.

- With my first and second graders I give each child books which we call *desk readers* that are suited to his independent reading level. These the children read when assignments are finished or at any other free time. With zest and eagerness the students reach for their readers. Hurriedly removing their coats and hats, children hope to have a few minutes in which to enjoy their books. This eagerness for reading is a good start toward reading for pleasure and enjoyment. The desk readers are changed at intervals.

- To develop within all pupils a lifetime habit of reading, the Language Arts Department of the Cleveland Public Schools has formulated a new procedure using a systematic rotation of library books

for grades 2 and 3 within each classroom. The teacher secures from the public library or from the school library as many books as there are children in her class. These books, to be read independently, are *at least one year below* the class's instructional level so children will not experience vocabulary difficulty. Each child is given one book and one record sheet. The child may keep the book for an entire day during which he will be given a particular time to read it. He may also read it when assigned work is finished. The child leaves the book on his desk overnight. The next morning he passes it to the child behind him. In this way each child receives a different book for that day's independent reading. This procedure is followed through as many days as there are pupils in the class.

Individualized reading

- The thing that I feel promotes lifetime reading habits is individualized reading. Self-selection of books is a necessity to promote reading interest. Then too, individualized reading puts the emphasis on the learner and his self-direction rather than on the teacher and the teaching. When you can get six-and seven-year-olds to be responsible individuals for their reading throughout their school life, won't this habit promote lifetime reading habits?

Research assignments

Independent reading activities can be introduced in conjunction with research projects. Skillful questions can challenge and pique student curiosity and arouse the desire to find out why? how? who? what? or where? A classroom display can be used as the nucleus for research in unit work.

- In February we made our bulletin board around the theme, "February Days." I placed a calendar in the center of the board and arranged 3 x 12 cards with the names of important people born in February. I asked them to choose from the list the person about whom they would like most to learn. I did not tell them why these people were important. With the help of our elementary librarian and books brought in by the children, we had a wealth of material for interesting reading. Pictures and stories were added to the names on the bulletin board by the children. We used red, white, and blue paper for mounting which made it colorful. The unit, with each child choosing his reading, proved that reading can be fun, and by sharing

what we learned, promoted an interest in establishing future reading habits.

Sharing books and exchanging ideas

Recommendations by their peers or teacher may often be helpful in fostering independent reading habits, encouraging self-selection, and developing literary taste of the students.

- A first grade teacher, early in the year, encourages every child to bring to school a book he is willing to share. Each child is given a few minutes during the first week to tell something about his book and loan to a fellow classmate. The books may be kept for about a week. They are either read in free time or, with the permission of the owner, taken home for the week. After Christmas a few series of books were brought in; this teacher noted that many parents had inquired about good books for purchase as their children had expressed an interest in books. During the second half of the year, the teacher let each child choose a partner; when there was time, the two read together either from the same book or by reading separate books silently and occasionally showing a picture or two to the partner. She feels that children enjoy being with others and that there is more warmth in being with another child while enjoying the book.

- We have book-sharing groups. A group of children will get together in a group and discuss a book they have read recently. When you first start this activity, the teacher will have to guide it. After the children get "the hang of it," then they can operate without teacher guidance. The teacher checks on them once in a while, but the children are in complete control.

- A reading party once a week is enthusiastically accepted in our room. Each child chooses one book that he can read without missing words. He shares the story by reading only the most interesting part to the class.

- Once a month the bookmobile comes to our school. When we return from getting books, we all share the titles and pictures. Even the teacher brings in several to share. This is one of the most important days in our month.

- When we collect library books, the children tell something about one of their books while carrying them over. Often this stimulates other children to want to read the same book. Each child gets a chance to mention something. As different children get the same books during the year, we often get responses like, "Oh, I read that one," or "I remember that," the children seem to develop a friendly feeling toward the books.

Salesmanship

- I set aside five-to-ten minutes each day for a book commercial. This is not an assignment, because there is little or no enthusiasm in the "pitch" if the commercial is required. I ask the children, "Who would like to give the commercial today?" There will be three or four who have finished and enjoyed a book who are willing to talk for several minutes about it and attempt to interest someone else.
- A commercial may not always take the form of oral communication.
- We try to sell books by making posters about the book. We use a drawing that will catch the eye. We use intriguing words that will stimulate the imagination and interest of the others in the class so they will want to read the book.

Challenges and games

- Ask, "Who can make us laugh today?" A humorous book can be reviewed briefly. The class are steeled not to laugh but usually cannot help themselves. This game is especially good for the poor reader who might be afraid to review one of the easier books he is reading.
- An idea I've used at various times has been a form of "I Have a Secret." We have a panel moderator, and one member of the class who has recently read a good book volunteers to be the guest. All the children are panelists and ask questions to find the name of the book. The game is a lot of fun, and the children must know their books in order to ask and answer intelligently. Many of the questions asked require them to be able to classify the story. Is it a fairy tale? humorous? about science? etc.? They also ask if a certain person is the author. The children enjoy it. This game recalls books they've previously read, and it stimulates others to read the book presented.

Bringing books to life

- We love to read our reading stories in our groups and then dramatize the parts by leaving out the *saids*.

- For a book report, we dress like the main character as closely as we can. When we give the reports, we tell what happened to "us" in the book. When a child gives a report, he talks as though he were the one in the book. He says, "I then went to his house," or "I was so scared I started to shake." The child shows how the person looked, tells how he felt in the situation, and tells what he did.

- We make flannelgraph puppets to retell a story to share with the other children. At the beginning of the approach, the teacher reads the story and places the objects talked about from the story on the flannelboards; soon the children are voluntarily choosing the story for the flannelgraph dramatization but still having the teacher read: finally some children want to be responsible for the whole procedure—i.e., choosing the story and choosing one of the group to read for the presentation. This approach has proved most gratifying to children whose attitude toward books is one of complete disdain. It opens new vistas for wanting to learn to read and to learn to know book friends. It makes them aware of the need to practice and to participate actively in the methods used for word attack skills.

- I found that dramatization of a good story was an exciting way to make reading come alive for the whole class and especially for the plodders.

- We would choose a book that was an easy reader but had a lively plot. One favorite was *The Boy Who Would Not Say His Name* by Follett. We'd read the story together and then choose parts and practice. The children had to refer to the book many times to get the proper feeling. They didn't memorize the lines but talked the way they thought the character would. We made simple costumes from crepe paper and cardboard boxes. Later the children wanted to invite the other second grade. How they cheered when my slow, fat Billy (Bobby Brown in the book) shouted, "My name is not 'Rumplestiltekin'. My name is 'Bobby Brown.'"

- Our play was such fun that we decided to have one child dress up each week as a book character from his favorite book. The class would guess who the character was. Every Friday our "character" stepped from our giant paper book, and the class tried to tell which book character the child was representing.

Creative and critical responses to reading

Reading involves more than word-calling. It requires thinking and relating to the child's own experiences what has been read. It includes reacting and doing on the part of the child. Going beyond the written word is essential.

- After the pupils have read silently, we pretend we are writers and set about changing the story. This is oral give-and-take, and in this way readers can more easily discover the author's purpose for having written a book or story. We create with many colorful words and phrases which I record on the chalkboard. The children like to choose the best ones for brush and pen chart recording. They take pride, especially when they discover some of these words or expressions in another story.

- In art class (the boys and girls) illustrate a part of some book they enjoyed.

- Having the children illustrate their favorite poem has proven to be an interesting and stimulating experience. The children omitted the titles of the poems on their pictures. I collected the pictures and showed them to all of the children. Together we tried to guess the titles from the illustrations of the poem.

- Children are perceptive, can make judgments, and have literary likes and dislikes. Critical appraisals of their reading should be stimulated.

- I've asked children to read certain books and to evaluate them, giving their own personal opinions as to why they did or did not like the books. A series of books were not being read in the library. I asked them if they would like to read them and tell me *why* they didn't appeal to other boys and girls their age. They were in demand for a long time.

Creative writing

- Giving the children a chance to be authors may spark the desire to read other author's works.

- Children can have much fun and can be challenged creatively by having to write a short story under an actual book title *before* they have read the book. Choose the titles well and give the children a choice. Be sure the books are available after the creative writing is completed. What a good time children can have with such titles as *Where the Wild Things Are*, *A Pocketful of Cricket*, *The Borrowers*, and *The Bully on Barkham Street*. The list is endless. The followup is inevitable. With little stimulation, children are eager to read the books to see how "close" they came and to share both their stories and the books with one another.

- We compose a class newspaper during our sharing period and this is duplicated and set home with the children biweekly. They love to read it to their parents.

- We also compose and read many creative stories of our own. An aid to composition and teacher sanity is supplying each child with a picture dictionary to use in creative writing. We duplicate these stories and make a class booklet to place on the library table.

Keeping records

Young children are self-centered, competitive, concerned with the present, and wish to see concrete evidence of their progress. In reading, records and classroom displays are tangible indications of their accomplishments.

- I keep a record of the books each child has read, and at the end of each month, I give each child a list of all the books he has read along with a star or seal for each book. They are all eager to know how many books they have read. Most try to better their past month's record, and of course, some always try to read more than the others.

- In the fall I encourage the children to bring a list of books read during the summer. This list is signed by a parent. A large chart with

each child's name across the top entitled "Books I Have Read" is made and placed on a bulletin board. Book titles are typed on a colorful strip and pasted along the left. A colored star is then placed opposite the title and under the child's name. He enjoys watching the number of stars increase under his name. A list is collected from each child at the end of each succeeding month that school is in session.

- Our first graders keep their own library book list as soon as they can copy titles proficiently. We use a pad of writing paper stapled to a sheet of colored construction paper. The child must first copy the book title, write his own name on a slip of paper, and have it initialed by a parent before he can put in on his list. This helps keep the list honest.

The two preceding practices have the additional advantage of involving the parents, not merely from a standpoint of honesty, but in focusing the parents' attention on their children's reading outside of school.

- A bookworm can be constructed with segments of green paper on which the child's name is placed, and the segment attached with cellophane tape to the worm. The worm is attached at intervals to the wall with masking tape.

- Last year I had a growing "bookworm" in the classroom. The children made oral book reports on books that they had read, and in their reports they were asked to live up to certain reporting standards. After the report, each child was given a little circle that had on it his name, the name of the book, and the name of the author. These circles would be placed around the room in a long row to see how long it would take to make our "bookworm" go all around the room. I understand from some of the parents who commented on this that it really stepped up their child's interest in going to the library, for if one book had been reported on, it could not be done again. This way, we kept the reports fresh and interesting. This reporting period did not occur every day either in order to keep it fresh and fun for the children. Many had to wait their turns, for we would take only a few a day. Needless to say, perhaps, it did not take very long for the bookworm to get around the room, but while it lasted there was genuine interest throughout the room in reading.
- The boys and girls would select books to take home on Tuesday and

Friday. When the children return the books, they are encouraged to give a book report. They tell enough of the story to arouse the interest of their classmates. On one of my bulletin boards there is a little spaceman who says, "Take Me To Your Reader." Each child receives a rocket for every book he reads. It is placed on the boards heading for space. When he reaches outer space, he gets a big star with the names of all the books he has read and listed.

- In our classroom we placed a chart entitled, "These We Have Read." Pockets with a picture and a name of each child were arranged on the chart for the 3 x 5 index cards on which the pupils reported briefly the books they had read. At certain civic club meetings students read favorite reports to classmates.

- A book club is organized by all the children in the room, and a record is kept of each book read during the year. At the end of the year a teacher-prepared reading certificate is presented to each child, regardless of the level of books read or the number.

These recording and incentive practices are not merely limited to a particular classroom, grade, or teacher for the course of a school year.

- Missouri has a state reading program called "The Reading Circle." This program starts in the first grade with each student, who reads the required number of books in each category, receiving a "Reading Circle Certificate." If the requirements are met through the eighth grade, he receives a Lifetime Certificate. This practice motivates many children.

- In our school, from grades two through eight, the classes belong to the Pius X Reading Club from which they receive certificates for ten, twenty-five, and forty books which they have read. The teachers require a report sufficient to prove that the books have been read. The program has worked very successfully.

After-hours school library

Extending the reading habit beyond the classroom can have results which affect the home, parents, and even the school.

- This report concerns a school which joined the Pius X Readers Guild. Each child joining the guild is required to read a number of

books and thereby establish a habit of doing outside reading. In this particular school the children were so interested in the reading charts which indicated the number of books read by each child that they desired the school library to be opened before and after school hours. They enlisted their parents as volunteer librarians for each day and all available times. As a result of parents' interest, all grades were part of the project, and a corner of the auditorium was set aside for a special reading room. Interest led to having the school library open on two days a week all summer. Very brief book reports were expected, oral ones from the lower grades and written ones from the upper grades. The book reports took on an interesting form when the children made scenes in small home-made theatres, the construction of which involved the entire family. Interest, desire, and love for reading were greatly increased by this project.

- A *reading party* is shared with our parents and grandparents each spring. At our party the children read the stories they have written. The stories are usually around one central theme, such as, zoo animals, farm animals, simple machines, transportation, or a unit of work in which they have done simple research.

Using the public library

- Near the completion of the primer level, I make the suggestion to the children that now they will be able to visit the public library and choose books for themselves. This remark always elicits squeals of laughter and surprise. I remind the class to tell the librarian that they are first graders so she will guide them to the proper shelves. To stimulate response from the youngsters who do not look upon books as friends, we discuss in class what fun it must be to discover stories about "live" snakes, elephants, space adventure, delightful tales of dolls, hobbies, kittens, and puppies. It takes about two or three weeks for the entire class to become enthusiastically involved. The purpose behind this early approach to the use of the library is to foster at an early age the taste for good reading which cannot be accomplished by textbooks alone.

- One remedial reading teacher selected her small groups to be the nucleus for a school-wide drive to get every student to take a library card and books. Each child in her remedial classes pledged to convince several in his homeroom to get cards. The local library pre-

sented each class with a scroll when every member of the class had his library card. In rooms where there was resistance, others of the remedial classes volunteered to help. The children's librarian came to the school and dramatized selections from books at different reading interest levels. Classroom teachers set aside time each week for discussion of books by volunteers.

Book club for second graders

- In a community where the chronological age of seven years is the prerequisite to obtaining a card, the teacher encouraged her class to form a library club which met after school and paid one penny a week for dues. From this fund a committee bought refreshments. Only those with library cards were permitted to report on their reading although the youngsters were permitted to show books they were reading. Because the club was a voluntary one and the teacher only an after school observer, the children were very frank with one another. They corrected facts mentioned and ignored some members who were too wordy. A follow-up of this group in third grade showed that they were still reading and were interested; and because they were "older" they were amused that the following second grade was continuing the club.

Children's private libraries

- Happiness is having your own book to read and keep. What better way to build lifetime reading habits is there than to encourage selection and buying of attractive, readable books at school? I can supply this satisfaction by ordering paperback books from two lists of 20 books or more at 25 or 35 cents each, containing graded vocabulary. "Next time I'll get that one!" or "Will you trade me?" These remarks gave evidence of interest that I wished to create in each child. We took time each day to exhibit the new books by taking turns in telling an incident or introductory exploration to the book. Each child has his turn to talk about his favorite book. Children have shown independent reading habits by going to the library and selecting other books to be shared with classmates.

- The children in our room have derived much pleasure from a classroom book club. They organize this themselves, elect their own officers four times during the year, and give book reports once a week. They chose "The Book Club of Happy Savers" for their club name. This is how it works: the girls and boys save their pennies, nickels, and dimes (which in some cases are very hard to come by) for three

months until time to order. Then the children eagerly await the arrival of their very own books. There is no membership fee and no obligation to order. In my opinion, the earlier in life a habit is formed, the more a part of that person it becomes. What could be of more benefit to our reading program than creating an interest or desire in each child to have his very own library? The reward to me is that they truly love this experience. The expressions on their faces when their box arrives is enough to thrill any educator.

Summary

With the use of these activities, the children are exposed to many reading situations and are given ample opportunities to read. A habit is a repeated course of action, and in order to have reading become a lifetime habit, it must be practiced constantly. Books and reading open many doors to happiness and success. Perhaps some of the aforementioned practices will provide the key.

APPENDIX B

IDEAS FOR DEVELOPING LIFETIME READING HABITS IN GRADES 4, 5, and 6

SOME TEACHERS MAY fail to stress the continuity and transfer of reading practices from the school to the lifelong home situation. Good reading practices in literature at the elementary level should be continuously promoted in all other subjects, especially in social studies at the fifth grade level.

- This subject can help set the stage for supplementary reading in English. More alert teachers at parent teacher conferences emphasize a minimum of fifteen minutes per evening for reading.

This practice reinforces lifetime reading because it leads children to read considerably longer than the specified time.

Sixth grade reading

Inspirational and patriotic readings are not to be neglected at this highly impressionable school level. Stories about Helen Keller and other handicapped people are superb reading choices, as are stories about the founding fathers and the early pioneers of our nation. While reading parts of the *Life of Helen Keller* to a class, a teacher can stop and

- ask pupils to close their eyes and pretend that they are blind; they will be able to *see* how it would be to live in the dark. Then the teacher may ask some youngsters to make his way in the dark to a specified point in the classroom without looking.

The results will be very gratifying.

Sixth graders can profit from library work in biography that concerns reputable authors, including poets; these pupils are ripe for required reading with assigned reports on it. An occasional poem for memory work will have a distinct advantage, as will the search into the lives of great men and women. Written compositions may be suggested for such personalities as Winston Churchill, Eleanor Roosevelt, or Albert Schweitzer, to mention a few. These papers should be opinionated rather than purely factual.

Reading lists

One of the best ways to encourage an interest in reading now and in the future is to build reading lists of well-written works and to present these to the pupils periodically.

- After a sixth grader has read a book from the list, have him make a book cover with an illustration to arouse interest and to give a clue regarding the contents of the book. To complete the project, tell the pupils to write a short summary or to introduce the plot inside the cover. These covers can be used for a game of recognition to identify stories or characters. A variation of this technique is the making of diagrams, models, drawings, etc., to illustrate the stories.

To build up the ego of these pupils and to make them a little prouder of their work, a teacher may suggest that they dedicate it to their parents, the school principal, or some other person whom they respect. Drop this hint before an especially difficult project as an inducement to greater effort when it is apparent that a certain activity will demand the utmost attention and concentration.

- In an advanced sixth grade class, the *why* and *how* an author writes a book will prove interesting. Using *Junior Author Books*, jackets of books, and inquiring letters to the authors themselves, pupils will be able to discover the stimulations and information which various authors used as the sources for their books. They will understand the authors even more after reading a few books by the ones whom they selected, and they will be able to see a relationship between the authors' lives and the books they wrote. When they have done this, allow them to present their findings to the class in *oral biographies* of their authors and brief reports on the titles that they have read. This practice produces deeper thinking about and clearer evaluation of books and authors.
- Reading a choice chapter from a good book aloud to a class (perhaps once a week), at an opportune time, is an excellent way to "sell" a book and, incidentally, to motivate a group. After the reading, discuss the book briefly with the pupils, and then ask, "Who would like to read it?" The response should be highly favorable.
- Another way to encourage the reading of good books is to have a special place to display the Book of the Week—not any book, but the best books a child at each grade level may read.

- In the course of a year, a teacher will be able to introduce many outstanding books and allow children who have read any of them to give their opinions. Of course, other worthy books can be placed near the Book of the Week. In conjunction with this practice, it is helpful to keep a list of all recommended books which are readily accessible to the children.

- The idea of utilizing a *classroom bookstore*, consisting of a large bulletin board or pocket wall chart with colorful construction paper book-cover replicas bearing the name of a pupil on the binding, has merit. When anyone reads a book, he then prints the title on his cover. As part of this practice, the teacher or a pupil must pretend being a customer intending to borrow or to purchase a book. If he asks for a good mystery story, adventure story, fairy-tale, biography, etc., any pupil who has listed one of these on his cover gives a sales talk to promote the book. The *seller* often becomes so enthusiatic trying to make a sale that he influences other classmates to read it, too. After each *sale*, the corresponding title is starred and becomes *out of stock*. This activity may be used with equal success in any of the middle grades in both remedial and accelerated classes. However, twice a month seems sufficient to play store or library.

- Another practice which may promote lifetime reading is the setting aside of a free reading period on a certain day each week. At a certain time without any interruptions. Pupils may share books from home, the school library, or even textbooks in other subjects where a reading problem is involved. It is the classroom teacher's responsibility to make a quick survey at the start of the period to be sure that the reading material is suited to the child. During the hour, pupils may ask the teacher for individual help. Experience shows that many children will grow to enjoy books when they are allowed a quiet hour and an opportunity to read without any pressure in a relaxed atmosphere—a condition which some pupils, unfortunately, rarely enjoy in their own homes.

Introducing poetry

Before teaching poetry to fifth graders, it is advisable to build interest in some of the better poets, such as A.A. Milne, Ogden Nash, Lewis Carroll, Rachel Field, Louis Untermeyer, and Walter de la Mare. Of

course, the task in teaching poetry is negligible when accelerated groups are involved and when the teacher makes it seem easy for the slow groups.

- Working from a nucleus of poets such as those above, a teacher can direct a class to prepare a report on the life of one of them and then ask the pupils to build up a personal notebook on poetry. Trying to find evidence relative to the characteristics of a poet's style might be a prerequisite for the study of a poet's work.

Poems as such should not be treated in class until sufficient interest has been created. Even then, poems for the intermediate grades do not readily lend themselves for technical analysis until, at least, each child has read several of them by different poets. Perhaps by that time certain pupils would be ready to write short paragraphs explaining what they think a poem means, but writing about a poem might be wisely postponed until several pupils recite and discuss their favorites as well as listen to recitations by other children in the class. The spontaneous reactions of youth to poetry should not be cut to shreds by immediate and incomprehensible analysis.

- With accelerated pupils at the fifth grade level, the teacher, at the proper time, may begin firmly and skillfully to teach the slow analytical reading of poetry, stressing such technical details as stanza, rhyme scheme, and meter; but this phase of the approach, more correctly, should follow motivational devices and oral work with the pupils as well as favorites read by the teacher.
- Getting started is the most important step in teaching poetry at the fifth grade level. This can be done very painlessly with the help of a poetry anthology. Then, simply assume a poetry mood and share two or three childhood favorites with the class. Many of the children will have favorites which they will be eager to have their teacher read with feeling.
- When this happens, it becomes apparent that a class has begun to enjoy poetry. By this time, the teacher has an idea of where the children are in poetry; and plans can grow on that. There should be poetry books in the classroom, and time should be allowed each day for pupils to share the poems that they have discussed and for the teacher to introduce the best that *he* has discovered. From here on, the class program for poetry can go in any direction that the teacher chooses but the choice should be for enjoyment of poetry of many types.

Writing a long, class poem with contributions from child and giving it special praise and attention can be an incentive for building notebooks of both collected and original poems and riddles. After a while, the notebooks can be shared with others and, if this practice is continued, poetry can be enjoyed throughout the year.

Helping the retarded reader

- Children who require extra help in reading and who are classified as remedial have limited interests which can be further determined from interest inventories and reading teachers can then proceed accordingly. Books should be arranged on shelves in relation to difficulty for such pupils; pupils should be guided toward those books which they are capable of reading without great difficulty. This is important because frustration does not make a lifetime reader.

It is my belief that any extra attention and kind help that an elementary reading teacher gives to a remedial reading pupil, or to any pupil for that matter, will never be forgotten especially if the teacher makes all efforts seem extraordinary so the pupil may sense personal sacrifices and appreciate it.

Where reading problems exist, and that is merely everywhere, school organization at the intermediate grade level must cope with them.

- Special reading groups, called "Fun in Reading" classes, composed of those who are experiencing some difficulty in reading, can be organized. These classes, presumably smaller under such organization, are conducted on the premise that if children read for fun as well as for information on their own level, both interest and ability may be developed.

However, if special reading groups use cast-off reading materials and if there is little or no effort to upgrade teachers where needed, especially in effective reading practices, not much constructive progress will materialize.

One remedial reading teacher of the intermediate grades, with profitable results

- . . . . selected books of interest in these areas: Stories set in the United States; Stories set in foreign lands; Things to do; Sports and outdoors; Humor; Poetry; Dramatization; and Science stories. This particular teacher's enthusiasm for colorful book jackets was very high, for she pointed out that colorful jackets on school library

books *do* catch interest. Hence children should be allowed to observe colorful library displays; and, as they handle the books and browse a bit, she recommended using such exclamatory remarks as, "Oh! You'll like this boy (on the jacket). He . . . ," and "This is a funny book. Listen . . . ," or "I enjoyed this story so much that I read it twice (read the first few pages),"or "There is a *surprise* later on! Would you like to find out about it?"

Briefly, the purpose of this practice is to introduce books to children and to give an appropriate one to a child. This procedure of course implies that the teacher has previously determined the reading level of each child. To facilitate the work, have the books inconspicuously numbered according to their reading difficulty.

- A remedial reading class at the fifth grade level needs high-interest books with reading levels ranging between grade two and six. *The American Adventure Books* from Harper and Row may be used effectively for such pupils. These books can be read at home, and pupils can be expected to answer ten to fourteen questions per assignment. Some answers will be definitive, some factual, some for critical thinking, and some for pupil reactions. It is wise to assign the easier books to the slower readers. As a series, these books are of very high-interest value, especially to boys. Some nonreaders who use them will discover excitement and fun in books which they never dreamed existed.

- When this practice is used, the teacher should try group discussions on each of the books near the end of the academic year. In this way, the children rereading their answers will become aware of their carelessness and appreciative of their growth.

Among the most promising of the great mass of recommendations submitted to the Committee on Lifetime Reading, under the very capable direction of its Chairman Dr. Mary C. Austin, is a unit of study designed to help and to improve the remedial reader in the intermediate grades. In the introduction of this unit, a three-week workshop to meet forty minutes daily, the teacher reporting on her plan says that twelve pupils who dislike reading are involved; they are of normal intelligence but retarded in reading from one to two years.

To open the unit, the teacher begins with a True-False Nature Game, hoping to arouse interest in nature. Then the pupils are given a chance to

make their own test which, they are told, will be typed and fashioned into an attractive booklet for their parents and, perhaps, for the benefit of other classes.

The unit develops as each pupil is instructed to select a book which he is to read silently and carefully under the guidance of the teacher who provides individualized help where needed. Opportunity for oral reading is given to the better readers in each of three groups among the twelve pupils.

Each pupil receives three small index cards on which he is asked to list difficult words encountered in his reading (for three weeks) with the intention of working toward a vocabulary file for his particular group which, incidentally, is under a chairman. Each pupil is also instructed to formulate ten quiz statements that might surprise another pupil in his reading and which could be used to trick someone in each of the individual quizzes administered on the successive Fridays.

The reading is progressive, but a limit is set since thinking about what one reads in this unit is more important than rate of reading. Books are interchanged among pupils on Thursdays for skimming and for the development of further interest. At the end of the third week, the teacher combines all the best quiz items into one test with no unnecessary duplication. By this time, a substantial vocabulary list has likewise been framed, a list on which pupils have been drilling as it took shape.

Provision is also made for pupils to read their own quiz questions loudly and clearly so that all may understand, and an opportunity is afforded for pronunciation of new words and for a chance to learn their meanings. It is quite necessary that the teacher using this unit also compose his own test.

At the conclusion of the unit, all twelve pupils will have their names placed on an attractive flyleaf, and the test that they built with the assistance of the teacher will be forwarded to other teachers for them to administer with, of course, the consent of the principal.

According to the author of this unit, it can be used successfully for remedial reading groups in grades four to six. And one of its best features is that it does not require much supervision; it can really be independent, supplementary work by the pupils.

What are the results for such a unit? In the final analysis, experience using it shows that pupils acquire a sense of enjoyment and accomplishment. They learn to search for facts, to read for meaning and with authority, as well as have a chance to improve in oral reading. Besides these gains, the teacher has time to provide the individual help that poor readers need. Self-confidence develops and listless readers become more alert.

Climaxing effective reading practices at the intermediate level

In reading classes at the intermediate level, it is necessary and commendable for pupils, at times, to search for facts, but it is much more imperative that an English teacher or a reading teacher try to inspire pupils in regular classes to go beyond the ordinary and discover *beauty* in literature.

A good reading program in the middle grades should stress not only reading skills but also *developmental reading*, and it should be planned with a philosophy and a purpose that consider the needs of the child in relation to his ability, what can be done to help him meet his needs, and ways to urge him to put forth his best effort for maximum growth as a spiritual, social, and moral being.

Many excellent reading practices have been presented herein for serious consideration. However, little has been said about *values* in the language-arts program of the intermediate grades; and they are, of course, tremendously important. Hence, no teacher, supervisor, consultant, or librarian in our elementary schools should miss an opportunity to develop them. By *values*, I mean obedience, respect for authority, cooperation, honesty, self-control, punctuality, patience, clean sportsmanship, right-living, courtesy, industry, neatness, and reduction of prejudices. Such values should not only be an explicit part of the teaching process, they should also be implicitly interwoven into every flexible teaching plan in the elementary school. In this way, the bridge to the secondary school can be crossed much more successfully. In this way also, much juvenile delinquency can be curbed; and we can be more assured of having better students for our junior and senior high schools. These values can be found in all good literature, and they should not be ignored.

In making all the aforementioned reading practices effective, the reading teachers concerned must develop reading efficiency in all pupils. They must double their efforts for the slow readers by stressing comprehension and vocabulary, first and foremost. They must also help all their pupils in the elementary schools to acquire the dictionary habit, to develop curiosity, to foster worthy interests, and to derive maximum value from reading in a wide range. They should also stress why reading is so important in all walks of life. Above all, they must not allow freedom to give way to unguided solution; they must make good reading always seem natural and the most important and most rewarding school experience of each day. To protect their gains, they must regularly assign reading for homework and check their pupils on this matter meticulously, making necessary suggestions. Their efforts in this latter respect are an extremely important crite-

rion of their success as reading teachers, for what good are intellectual giants or superior readers who lack character?

To guarantee success for the reading teacher using proven reading practices, a reading program in the public elementary school needs curriculum planning and organization to eliminate needless repetition and overlapping. The program also needs full administrative and parental support. It should include a home reading program during the summer vacation period, especially for slow readers, because reading during the four seasons is

> the secret to a higher education that, rightfully, is the heritage of all who are capable.

Finally, the major reason why reading results in many of our tax-supported elementary schools are a national disgrace is that our public elementary schools, by and large, lack library and special reading facilities with a generous supply of good books that will enable reading teachers and reading specialists to cope more effectively with the growing complexity of reading problems ingrained by public apathy, a wide-scale lack of concern for the humanities, and an over-emphasis on science and the scientific method.

Let us stop downgrading the basic tool of all learning and restore reading (with a *new emphasis* for the masses) to its highest pedestal. Let us begin with more effective lifetime reading practices in our schools and homes.

APPENDIX C

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